



Principal Evaluation

MISSOURI'S EDUCATOR EVALUATION SYSTEM



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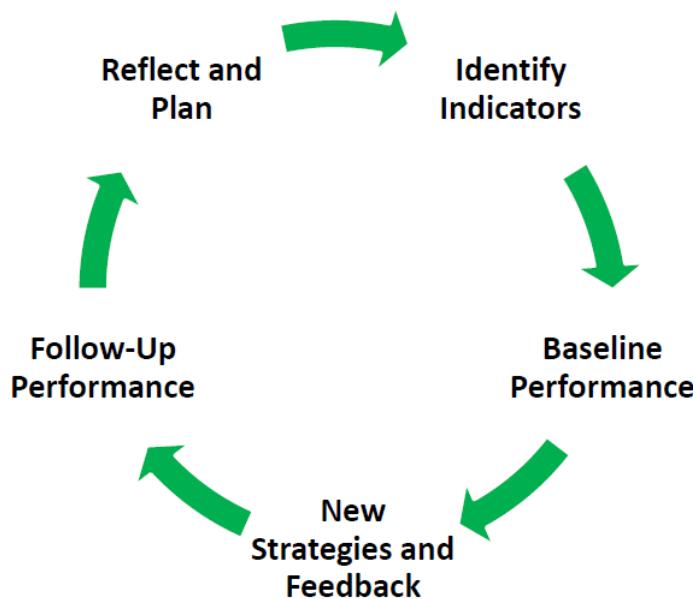
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Principal Evaluation Protocol

Introduction

Missouri's Educator Evaluation System was created, field-tested and piloted, and refined by hundreds of educators across the state. The system is founded on general beliefs about the purpose of the evaluation process. Central to these beliefs is a theory of action which maintains that improving student performance is predicated on the improvement of educator practice. These beliefs include that evaluation processes are formative in nature and lead to continuous improvement; are aligned to standards that reflect excellence; build a culture of informing practice and promoting learning; and use multiple, balanced measurements that are fair and ethical. Districts are encouraged to collectively establish basic beliefs that serve as the foundation of their local evaluation process. Based on the theory of action and beliefs that are the foundation to the state's model Educator Evaluation System, the primary purpose of the Principal Evaluation Protocol is to promote growth in effective practice that ultimately increases student performance. This growth in practice occurs based on the following sequence:



Growth requires focus. The identification of indicators is essential to establishing a particular focus based on performances articulated in the indicators. The baseline data serves as a starting point by establishing a current level of performance. Strategies for improvement are identified

and practiced. Meaningful feedback is provided regarding the extent to which the new strategies are addressing the area of focus. A follow-up rating provides indication of the amount of growth in performance that occurred. Reflection on the process and amount of growth that occurred or didn't occur informs whether this particular indicator remains an area of focus or whether there is a new area of focus. This sequence is an important component to the growth in educational practice that occurs in the principal evaluation process described in the following steps:

Step 1: Identify the indicators to be assessed

Rationale

Appropriate indicators are selected that most support increasing student learning by promoting growth in teacher practice through a focus on potential growth opportunities for the principal. The indicators identified create an alignment between district and school improvement plans and the efforts and primary responsibilities of the principal in the building.

Description

The selection of indicators is a very important step in the process. These determine the focus and rationale for improving effective practice and are based on what is needed most to improve student learning.

The identified indicators provide a focus area for ongoing learning and growth. Typically these are identified at the end of the year for returning principals. The determination of which and how many indicators to identify is determined with the following criteria in mind:

1. Driven by student learning needs
2. Derived from the Building and District Improvement Plans (BIP-building level / CSIP-district level)
3. A maximum of three indicators per principal per year are recommended which are:
 - Based on student needs
 - Represents priorities of the building/district leadership for that principal
 - Based on a potential growth opportunity for the principal and are determined in collaboration between the principal and district leadership
4. At a minimum two of the indicators must address impact on student learning
5. Other indicators may be identified at any time based on issues and needs that arise. In extreme instances where particular growth or change in practice must be addressed, an Educator Improvement Plan (see Step 3) may be instituted.

Example

Mr. Peters is a fifth year principal at an elementary school. A major district focus this year is the implementation of the Missouri Learning Standards. As such, the superintendent of the district is directing all principals to work on Quality Indicator 2.2 “Provide an Effective Instructional Program” and 3.2 “Lead Personnel” to facilitate this implementation. In addition, Mr. Peters, in consultation with his superintendent, has identified Quality Indicator 2.3 “Ensure Continuous Professional Learning” in order to better align the professional learning of his teachers to the priority areas of his building. For this year, Mr. Peters’ area of focus will be on performances articulated in the following three indicators:

1. Provide an Effective Instructional Program 2.2
2. Lead Personnel 3.2
3. Ensure Continuous Professional Learning 2.3

All three indicators include evidence on Mr. Peters’ performance in the professional frames of commitment, practice and impact.

Step 2: Determine a baseline score for each identified indicator

Rationale

In order to determine growth on an indicator, it is necessary to establish a baseline score and compare it to a follow-up score. This represents a type of pre- and post-test format where growth in practice occurs between two points in time. A numerical rating provides an assessment of both pre- and post-status to determine accurately the growth that occurred in between.

Description

The 0 – 7 scale found on each [growth guide](#) provides a numerical rating for each indicator. This numerical rating establishes a baseline score. The baseline score for returning principals working on the same indicator as the previous year is the follow-up rating they received. This generates continuity of improvement of performance on a particular indicator.

The baseline rating is determined by considering the evidence at each level of the appropriate growth guide. Evidence falls into one of three different categories: commitment, practice and impact. Evidence in the commitment frame focuses on the quality of the leadership skills of the principal and includes data and information like licensing, credentialing, building improvement plans, building handbooks, and other building-level regulations and protocols. Evidence in the practice frames focuses on observable behaviors, or the quality of leadership that the principal demonstrates. Evidence in the impact frames focuses on outcomes or evidence of what teachers and students in the building are doing as a result of the principal’s leadership practices.

It is important to think about a principal's rating of performance by taking these separate categories of evidence into consideration. After all, if a principal promotes what they think is a high level of instruction and monitors teacher performance and provides feedback in what they think is an effective manner and yet students are not understanding the content, then there is still something less than ideal occurring in learning experiences throughout the building. Identifying where that growth opportunity exists that limits the learning experience of all students from being ideal is the type of focus that leads to growth in practice.

It is first necessary to determine the appropriate descriptive rating for the principal's performance. This descriptive rating of performance will be either Emerging, Developing, Proficient or Distinguished. To determine the descriptive rating, it is necessary to establish the highest level for which there is evidence of performance.

For example, in Growth Guide 2.2, a determination about the principal's performance might be as illustrated below. There is Commitment evidence that the principal is knowledgeable of current instructional and assessment practices and that teachers collaboratively plan for their use. There is also observable Practice evidence that the principal facilitates a review of instructional practices and their effectiveness. Evidence at the Impact level reveals that student achievement has been linked to the practices and curricular materials that are currently being used. Although evidence can be gathered by observing student performance and various student products, an additional way to gather evidence at the impact level could be through the use of [student surveys](#). Although this is perceptual in nature, research maintains that it does offer useful data.

Leader Growth Guide 2.2

Standard 2: Teaching and Learning

Quality Indicator 2: Provide an Effective Instructional Program

<u>Emerging</u>	<u>Developing</u>	<u>Proficient</u>	<u>Distinguished</u>
2E2) The emerging leader...	2D2) The developing leader also...	2P2) The proficient leader also...	2S2) The distinguished leader also...
Professional Frames			
Evidence of Commitment <i>Ensures documentation of the effectiveness of existing instructional and assessment practices and curricular materials at each level in the school building</i>	Evidence of Commitment <i>Collaboratively plans for the use of effective instructional and assessment practices</i>	Evidence of Commitment <i>Has a process to evaluate and recommend changes necessary to ensure effective instructional and assessment practices</i>	Evidence of Commitment <i>A process is in place to continuously monitor and evaluate instructional and assessment practices</i>
Evidence of Practice <i>Facilitates the review of practices and curricular materials and their effectiveness in raising student achievement</i>	Evidence of Practice <i>Facilitates a collaborative process of reviewing and promoting effective instruction and assessment practices</i>	Evidence of Practice <i>Uses student data to determine if instruction and assessment practices are effective and acts on ineffective instruction and assessment practices</i>	Evidence of Practice <i>Uses a system to regularly assess effectiveness of practice and documents sustained improvement and growth of staff and students</i>
Evidence of Impact <i>Student achievement data is linked to practices and curricular materials</i>	Evidence of Impact <i>Effective instructional and assessment practices are consistently used</i>	Evidence of Impact <i>Teachers and staff engage in a review of instructional and assessment practices</i>	Evidence of Impact <i>All students experience sustained improvement and growth</i>
Score = 0 1 2	3	4	5 6 7

In this illustration, the highlighted areas reflect the evidence of the principal's performance. As noted by the highlighted text, there are examples of evidence in two different columns, Emerging and Developing. However, it is only in the Emerging column where there is an alignment, or evidence in all three professional frames. This alignment of evidence supports that the principal's performance is fully rated at the Emerging level. In this particular example, facilitating a collaborative process among teachers on the consistent use of effective instruction and assessment

practices that positively impact student learning would represent the growth opportunity for this principal. Accomplishing this would establish an alignment of evidence at the Developing level.

It is next necessary to establish a baseline score within the Emerging level. This would be calculated and communicated as follows:

1. Using the appropriate growth guide and rating scale (see below), determine a baseline score. A score of 0 indicates there is no evidence present in at least one of the three frames. A score of 1 indicates there is evidence in all frames, but that it is inconsistently present or demonstrated. A score of 2 would indicate it is present and routinely demonstrated. Ideally, this score determination would occur as a collaborative, professional conversation between the principal and district superintendent.

RATING SCALE

Not Present	Present but Inconsistent	Present Consistent Routine	Present but Inconsistent	Present Consistent Routine	Present but Inconsistent	Present Consistent Routine	Present Consistent Routine
0	1	2	3	4	5	6	7
Emerging			Developing			Proficient	
						Distinguished	

2. Once a score has been determined, specific feedback including an explanation and rationale are provided for the given score. Again, this would ideally occur within a collaborative, professional conversation.
3. In the example illustrated above, a positive impact on student learning as a result of teacher collaboration on the consistent use of effective instruction and assessment is the specific area where growth is needed to move performance from the “Emerging” level to the “Developing” level.

Example

Mr. Peters received the following ratings on his baseline assessment:

- A score of “2 Emerging” on Quality Indicator 2.2: Provide an Effective Instructional Program
 - The evidence, as presented in the example in the Description section, indicates that Mr. Peters is knowledgeable about current instruction and assessment practices and that teachers collaboratively plan for their use. This occurs because Mr. Peters facilitates a review of instructional practices and their effectiveness with his staff, linking it to current levels of student

achievement. An appropriate growth opportunity for Mr. Peters might include a strategy for ensuring the consistent use of practices aligned to Missouri's Learning Standards among all teachers in all content and at all levels.

- A score of "4 Developing" on Quality Indicator 3.2: Lead Personnel
 - The evidence indicates that Mr. Peters routinely and consistently conducts an effective evaluation process with appropriate supporting documentation. He also provides effective feedback to all personnel on performance. An appropriate growth for Mr. Peters might include linking change in teacher practice to feedback from the evaluation process.
- A score of "4 Developing" on Quality Indicator 2.3: Ensure Continuous Professional Learning
 - The evidence indicates that Mr. Peters has established a culture of ongoing, professional learning in his building supported by appropriate artifacts and documentation. There is evidence of teacher's consistently engaging in and documenting professional learning related to their appropriate content and grade levels. An appropriate growth opportunity for Mr. Peters might include creating and establishing strategies for teachers to consistently apply new professional learning to improve the learning of students.

Step 3: Develop an Educator Growth Plan (i.e. professional learning/development plan or improvement plan)

Rationale

The primary purpose of the Principal Evaluation Protocol is to promote growth. Therefore, the acquisition and application of new learning and skills is essential for turning opportunities for growth into outcomes and results.

Description

The description of performance in each indicator and the baseline rating identifies an opportunity for growth. It is important when addressing this opportunity for growth that a very clear plan be developed. The [Educator Growth Plan](#) is the document used to articulate the various necessary components of this plan. In instances where very specific growth is required in a very specific timeframe, the [Educator Improvement Plan](#) is used to ensure that this growth occurs to the extent necessary and in a timely fashion.

The Educator Growth Plan addresses specific sources of new learning, the practice of skills related to new learning and timelines for completion. The state model offers two different formats for the Educator Growth Plan. One option uses language from the Data Team Process while the other uses language from the Plan/Do/Study Act process. Regardless of which option is used, the Educator Growth Plan includes the following key general components:

1. It corresponds to the examples of evidence provided in the appropriate growth guide
2. It is a clear articulation of a plan or goal statement to address growth opportunities
3. It includes specific strategies and timelines for application of new learning and skills
4. It is focused on results and outcomes

Educator Growth Plan <small>(Based on the Data Team Process Model)</small>				
<input type="checkbox"/> Professional Growth Plan for _____		Name _____	Date _____	
Identify Indicator: _____ Standard Number and Name _____ Quality Indicator Number and Name _____				
Briefly describe why this indicator was selected <small>(Include whether this indicator aligns to a CSIP and/or BIP improvement goal)</small>				
1. FOCUS <small>Based on evidence generated from the growth guide, determine strengths and a key opportunity for growth. This opportunity for growth then becomes the priority – the FOCUS – for your growth plan.</small>	2. GOAL <small>Create a goal statement addressing the FOCUS. This goal statement should include these essential qualities: specific, measurable, achievable, relevant, and timely. What will be the result indicators?</small>			
3. STRATEGY <small>Describe the specific strategy(ies) to be implemented that will address the goal statement. This strategy should provide the best plan for effectively addressing the FOCUS and include clear action steps and timeline.</small>	4. RESULTS <small>What was the outcome of the strategy? Based on progress monitoring, provide the data that supports that the outcome of the strategy has effectively addressed the FOCUS.</small>			
Signature of Teacher _____	Signature of Evaluator _____	Baseline Score _____	Follow-Up Score _____	Growth Score _____

FOCUS – an area that represents an opportunity for growth and is generated from evidence on the growth guide

GOAL – a statement that addresses the focus and is specific, measureable, achievable, relevant and timely

STRATEGY – description of the skill(s) to be demonstrated that will effectively address the focus and include clear action steps and timelines

RESULTS – data and evidence that supports that the outcome of the strategy has effectively addressed the focus

When considering different strategies to address growth opportunities, the state model offers several different sources of research. Research sources are included in the “Research and Proven Practices” section of this document. There is [research](#) provided specific to instructional practices. These include the work of Dr. Robert Marzano, Dr. John Hattie, and Mr. Doug Lemov. These bodies of research were included because of the effect size information provided and their proven record of having impact on student learning. Crosswalks are provided for each to align each body of research with teacher indicators. This research is located in the teacher evaluation section.

Another body of [research](#) included is the Balanced Leadership Research conducted by Tim Waters, Robert Marzano and Brian McNulty. This includes a crosswalk comparing twenty-one leadership responsibilities with Missouri's Leader Standards and Quality Indicators.

Also provided is a document called the [Possible Sources of Evidence](#). There is a single page document provided for each standard. This document provides a list of "possible" sources of evidence that a principal might consider including as a component of the Educator Growth Plan.

It is important to note that this is not a comprehensive list of all evidence sources nor is it a checklist of things to do and/or provide. It simply offers some possible examples that might be included.

The evidence provided is categorized by the three professional frames found on each of the principal's growth guides. In this way, principals and superintendents can use this to clarify exactly what kind of evidence will indicate that growth in performance has occurred.

Possible Sources of Evidence

Standard 2: Teaching and Learning

Education leaders have the knowledge and ability to ensure the success of all students by promoting a positive school culture, providing an effective instructional program, applying best practice to student learning, and designing comprehensive professional growth plans for staff.

Professional Commitment			
<ul style="list-style-type: none">• Examples of Student, staff, and parent culture/climate surveys• Focus group interview questions• Descriptive feedback on culture• Procedures for reporting, investigating, and resolving incidents of school bullying, harassment, etc.• Student, parent and staff handbooks	<ul style="list-style-type: none">• Classroom observations• Structures and protocols to celebrate student/staff success (academic, behavioral, cultural, extra-curricular, etc.)• Newsletters• Internal/external communication structures (website, memos, social-media, etc.)• List of strategies and procedures related to professional growth plans	<ul style="list-style-type: none">• Structures in place to promote collegiality, collaboration, and cultural awareness• Culture and profile data• Research on effective practices (journals, articles, etc.)• Inventory of curricular materials• Assessment of diverse needs of students• Posted student work, behavioral norms/class procedures	<ul style="list-style-type: none">• Records/files of meetings and activities of the Professional Development Committee• Time management strategies and plan• Structures and processes to collaborate with the Professional Development committee to align learning opportunities to School Improvement Efforts• Academic guidelines• Technology plan
Professional Practice			
<ul style="list-style-type: none">• Ensures that policies and practices respect a culturally diverse environment.• Ensures that all teachers design effective and rigorous standards-based units of instruction.• Ensures that professional growth plan focus on learning for staff that is focused on improving student performance• Leads celebrations for student, classroom, and school-wide successes	<ul style="list-style-type: none">• Develops and nurtures a culture in which staff reflect on their practice, use student data, current research, best practices and theory to continuously adapt instruction• Fosters instructional practices that reflect high expectations, engages all students, and are personalized to accommodate diverse learners• Uses staff meetings as collaborative opportunities for teachers to share strategies and best-practices	<ul style="list-style-type: none">• Ensures that all teachers use a variety of formal and informal methods of assessments to measure student learning, growth and understanding• Works in collaboration with the Professional Development Committee to evaluate professional learning and its impact on student performance• Reads and shares research	<ul style="list-style-type: none">• Fosters on-going coaching and training that builds classroom proficiency• Provides time and opportunities for individual/team and whole staff professional learning• Promotes the use of effective and appropriate technology to support student learning• Uses peer observations to monitor collective implementation of instructional strategies
Professional Impact			
<ul style="list-style-type: none">• Examples of professional learning impacting student learning• Documented changes and improvement of instructional practice	<ul style="list-style-type: none">• Classroom observation data/feedback• Data confirming technology use• Professional growth plans data	<ul style="list-style-type: none">• Survey data; focus group data• PDC Plan evaluation• Student Performance Impact data	<ul style="list-style-type: none">• Non-academic records of individual progress (class participation, engagement, motivation, behavior, etc.)

Possible Sources of Evidence of Practice -- DRAFT May 2013

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Example

Mr. Peters, in consultation with his superintendent and perhaps also peers and/or a mentor, reviews the Possible Sources of Evidence documents and the Research and Proven Practices section to determine which new skills and strategies would be most appropriate given the particular growth opportunities of his selected indicators. Mr. Peters considers the following information as he works to complete his Educator Growth Plan:

- Quality Indicator 2.2: Provide an Effective Instructional Program
 - To support district implementation of the Missouri Learning Standards, Mr. Peters directs all staff to work on Quality Indicator 3.3 as one of the selected areas of focus for the year. This indicator focuses on instructional strategies related to curriculum implementation. Using the Research and Proven Practices section of the Educator Evaluation webpage, Mr. Peter observes that one of the strategies taken from the research of John Hattie would be beneficial for ensuring that all teachers implement effective instructional practices aligned to Missouri's Learning Standards. This strategy is called Micro Teaching and has an effect size of .88. This strategy would direct his teachers to conduct mini-lessons and then discuss the impact of the lessons. It is suggested that this include video-taping. Mr. Peters determines he will establish a process for this to occur with his teachers. He also notes that in the Professional Impact section of the Possible Sources of Evidence for Standard 2 document, that an appropriate source of evidence would be "examples of professional learning impacting student learning". Mr. Peters concludes that these taped lessons would be appropriate evidence.
 - In the Educator Growth Plan, Mr. Peters documents the following:
 - FOCUS – Mr. Peters describes the focus for ensuring the use of effective instructional practices
 - GOAL – Mr. Peters determines how many Micro Teaching lessons he wants each teacher to do and by when
 - STRATEGY – Mr. Peters describes how the Micro Teaching lessons are to occur based on the research presented by John Hattie
 - RESULTS – (to be completed later in Step 5)
- Quality Indicator 3.2: Lead Personnel
 - Mr. Peter notes that one of the strategies taken from the Balanced Leadership Research is called Intellectual Stimulation. This leadership responsibility directs the principal to "systematically engage staff in discussions about current research and theory". As this has been established as a district priority, Mr. Peters decides he will provide feedback to teachers specific to practices designed to further the implementation of the Missouri Learning Standards. Mr. Peters notes that in the Professional Practice section of the Possible Sources of Evidence for Standard 3 document, that an appropriate source of evidence would be documentation of "visits to classrooms and targeted, constructive feedback".
 - In the Educator Growth Plan, Mr. Peters documents the following:
 - FOCUS – Mr. Peters describes the focus for providing effective feedback to his teachers
 - GOAL – Mr. Peters determines how often he will provide feedback to each of his teachers.
 - STRATEGY – Mr. Peters describes how he will introduce the district priority of implementing the Missouri Learning Standards and how he will provide feedback to each of his teachers on their implementation of these standards

- RESULTS – (to be completed later in Step 5)
- Quality Indicator 2.3: Ensure Continuous Professional Learning
 - Mr. Peters considers how to create and establish opportunities for teachers to apply new professional learning they have encountered. He observes, his first selected indicator, Micro Teaching, can serve a multiple purpose if teachers were to demonstrate a mini lesson aligned to Missouri's Learning Standards and based on new professional learning and then discuss the impact of that lesson. Mr. Peters would then provide feedback as well. In this way, Mr. Peters is connecting all three of his selected indicators to one overall strategy. He again notes that the taped lessons and the feedback would be appropriate evidence for providing "examples of professional learning impacting student learning".
 - In the Educator Growth Plan, Mr. Peters documents the following:
 - FOCUS – Mr. Peters describes the focus for applying new professional learning to improve student learning
 - GOAL – Mr. Peters determines how new professional learning will be included in the Micro Teaching lessons each teacher is going to do
 - STRATEGY – Mr. Peters describes how the Micro Teaching lessons are to occur based on the research presented by John Hattie and will include new professional learning. Teachers will receive feedback on the impact of the lesson.
 - RESULTS – (to be completed later in Step 5)

Mr. Peters can further support these opportunities for growth with appropriate articles and research. His building-level Professional Development Committee (PDC), district coaches, the regional professional development center and professional associations can be of assistance as well as other effective teachers in his building and district in assisting teachers with practicing teaching strategies that result in the implementation of the Missouri Learning Standards. Mr. Peters can also receive assistance on how to effectively deliver meaningful feedback.

Step 4: Regularly assess progress and provide feedback

Rationale

In keeping with the research on formative development, the essential role of practice and feedback will ensure that the acquisition and application of new learning, skills and strategies will lead to the improvement of effective practice resulting in improved learning for students.

Description

Determine progress made on new skill acquisition and application using a variety of formal and informal strategies. In addition to building and district administrators, the use of peers, mentors, coaches, regional centers, associations and other building and district resources assist with this part of the process.

Feedback on the extent of progress made on the growth opportunities from the identified indicator is critical. It ensures that new learning takes place. More importantly, it ensures that new skills and strategies are applied and practiced and the growth documented. The following guidelines assist in this process of regular assessment of progress and feedback:

1. A minimum of three to five opportunities for formal and informal feedback should occur on each identified indicator
2. Informal feedback may be provided by mentors, coaches, peers, external consultants, etc.
3. A formal follow-up assessment and discussion should occur between the principal and superintendent
4. Numerical scoring on the appropriate growth guide for each indicator included as a part of the feedback is optional, but can be helpful to accurately determine progress

The use of [feedback forms](#) included as a part of the state model allows for documentation of feedback and progress. There are two different forms available for use in providing and documenting discussions and feedback between the superintendent and principal.

Principal General Feedback Form (This form is used in conjunction with the Comprehensive School Improvement Plan (CSIP) and the administrator's Professional Development Plan. One form might be used for each indicator selected.)

Administrator _____ Title _____

School _____ School Year: _____

Evaluator _____ Title _____

Refer to Missouri's Educator Evaluation System for Leader Growth Guides, Standards and Quality Indicators. The purpose of the Principal Evaluation Protocol is to promote growth in effective practice that ultimately increases student performance.

Vision, Mission and Goals	Collaboration with Families and Stakeholders
<input type="checkbox"/> 1.1 Establish the Vision, Mission and Goals	<input type="checkbox"/> 4.1 Collaborate with Families and Other Community Members
<input type="checkbox"/> 1.2 Implement the Vision, Mission and Goals	<input type="checkbox"/> 4.2 Respond to Community Interests and Needs
Teaching and Learning	4.3 Mobilize Community Resources
<input type="checkbox"/> 2.1 Promote Positive School Culture	Ethics and Integrity
<input type="checkbox"/> 2.2 Provide an Effective Instructional Program	<input type="checkbox"/> 5.1 Personal and Professional Responsibility
<input type="checkbox"/> 2.3 Ensure Continuous Professional Learning	Professional Development
Management of the Organizational Systems	<input type="checkbox"/> 6.1 Increase Knowledge and Skills based on Best Practices
<input type="checkbox"/> 3.1 Manage the Organizational Structure	
<input type="checkbox"/> 3.2 Lead Personnel	
<input type="checkbox"/> 3.3 Manage Resources	

To be completed by the administrator:

	Indicators of Success/Evidence of Effectiveness	Target Date	Date Achieved
CSIP Goal:			
Strategies:			
Narrative (self-evaluation): Provide evidence with examples drawn from CSIP strategies, objectives or goals.			

To be completed by supervisor:

Narrative	Rating
	<input type="checkbox"/> Emerging <input type="checkbox"/> Developing <input type="checkbox"/> Proficient <input type="checkbox"/> Distinguished

* A rating below "Proficient" must be explained in the narrative and preceded by efforts to improve as identified in the Professional Improvement Plan. Signatures indicate the document has been reviewed and discussed.

Administrator's Signature/ Date

Supervisor's Signature / Date

Principal Indicator Feedback Form

Refer to Missouri's Educator Evaluation System for Leader Growth Guides, Standards and Quality Indicators.

Vision, Mission and Goals	Collaboration with Families and Stakeholders
<input type="checkbox"/> 1.1 Establish the Vision, Mission and Goals	<input type="checkbox"/> 4.1 Collaborate with Families and Other Community Members
<input type="checkbox"/> 1.2 Implement the Vision, Mission and Goals	<input type="checkbox"/> 4.2 Respond to Community Interests and Needs
Teaching and Learning	4.3 Mobilize Community Resources
<input type="checkbox"/> 2.1 Promote Positive School Culture	Ethics and Integrity
<input type="checkbox"/> 2.2 Provide an Effective Instructional Program	<input type="checkbox"/> 5.1 Personal and Professional Responsibility
<input type="checkbox"/> 2.3 Ensure Continuous Professional Learning	Professional Development
Management of the Organizational Systems	<input type="checkbox"/> 6.1 Increase Knowledge and Skills based on Best Practices
<input type="checkbox"/> 3.1 Manage the Organizational Structure	
<input type="checkbox"/> 3.2 Lead Personnel	
<input type="checkbox"/> 3.3 Manage Resources	

Indicator	Goals	Key Activities and Strategies	Outcomes (Measurement)	Time Line for Measuring Goal & Completion or Outcomes	Overall Rating
#1					<input type="checkbox"/> Emerging <input type="checkbox"/> Developing <input type="checkbox"/> Proficient <input type="checkbox"/> Distinguished
#2					<input type="checkbox"/> Emerging <input type="checkbox"/> Developing <input type="checkbox"/> Proficient <input type="checkbox"/> Distinguished
#3					<input type="checkbox"/> Emerging <input type="checkbox"/> Developing <input type="checkbox"/> Proficient <input type="checkbox"/> Distinguished

Principal's Signature/Date
Signatures indicate the document has been reviewed and discussed.

Supervisor's Signature/Date

The Principal General Feedback Form (shown on left) provides documentation that articulates the alignment of selected indicators to the district and/or building improvement plans. This single page form can be used to show how all three selected indicators support the district priorities. In the example of Mr. Peters, this form might be used to document implementation of Missouri's Learning Standards in his building.

The Principal Indicator Feedback Form (shown on right) provides documentation offered on each particular indicator. This one page document summarizes the information from the Educator Growth Plan for all three selected indicators. It might easily serve as a document the principal and superintendent review frequently as a part of regular leadership meetings. In the example of Mr. Peters, this form might be used to show the relationship between his three selected indicators.

Example

As a part of the planning phase, Mr. Peters uses the Principal Evaluation Form to document his strategies for ensuring that his building, in keeping with one of the district's priorities for the year, is working towards implementation of the Missouri Learning Standards through the indicators he is focusing on. This form articulates his role in ensuring this implementation process is underway.

Mr. Peters also uses the Principal Evaluation Summary Form when he meets regularly with his superintendent. He uses the form to note the progress he is making on providing effective feedback. The form also assists in providing a summary to the superintendent on how well his teachers are doing in their collective work on Quality Indicator 3.3. This indicator focuses on instructional strategies related to curriculum implementation. In his discussions with his superintendent, he emphasizes the interconnectedness of his selected indicators to the selected indicators of his teachers and how these all contribute to the implementation of the Missouri Learning Standards.

Step 5: Determine a follow-up score for each identified indicator

Rationale

To determine growth on an indicator, it is necessary to compare the follow-up score to the baseline score. The comparison provides a measure of growth that has occurred on the performance articulated in each quality indicator.

Description

Using the same process to determine the baseline rating, the follow-up rating is determined by considering the evidence at the appropriate level of the growth guide. When making a determination about the follow-up rating, it is necessary to consider the particular professional frame of the principal's opportunity for growth.

As a reminder, evidence falls into one of three different categories: commitment, practice and impact. Evidence in the commitment frame focuses on the quality of the leadership skills of the principal and includes data and information like licensing, credentialing, building improvement plans, building handbooks, and other building-level regulations and protocols. Evidence in the practice frames focuses on observable behaviors, or the quality of leadership that the principal demonstrates. Evidence in the impact frames focuses on outcomes or evidence of what teachers and students in the building are doing as a result of the principal's leadership practices.

The follow-up score is determined as follows:

1. Using the appropriate growth guide and rating scale (see below), determine a follow-up score. A score of 0 indicates there is no evidence present in at least one of the three frames. Ideally, this follow-up score is collaboratively determined through a professional conversation between the principal and his/her superintendent.

RATING SCALE									
Not Present	Present but Inconsistent	Present Consistent Routine	Present but Inconsistent	Present Consistent Routine	Present but Inconsistent	Present Consistent Routine	Present Consistent Routine	Present Consistent Routine	Present Consistent Routine
0	1	2	3	4	5	6	7		
Emerging			Developing			Proficient			Distinguished

2. Once the follow-up score has been determined, specific feedback is provided that includes an explanation and rationale for the score that was given.

The purpose of a follow-up rating is to determine the extent to which the plan articulated on the Educator Growth Plan was addressed. In particular, it is used to determine the extent to which the strategies outlined in the plan addressed the goal. If the strategies did address the goal, then the opportunity for growth will have been addressed and satisfied. This is documented in the RESULTS box of the Educator Growth Plan. In addition, the follow-up score and growth score are captured on the Educator Growth Plan as well. Keep in mind, the Theory of Action for Missouri's Model Educator Evaluation System is that growth in practice creates growth in student learning. The RESULTS box of the Educator Growth Plan provides documentation that a change in adult practice has occurred. It follows then that some aspect of student learning has likely improved as well.

Example

Mr. Peters' follow-up ratings included:

- A follow-up score of "4 Developing" on Quality Indicator 2.2: Provide an Effective Instructional Program

- Mr. Peters staff consistently makes use of the Micro Teaching strategy from the research of John Hattie. Using this strategy, Mr. Peters has evidence that teachers are more consistently using effective instruction and assessment practices. The use of these practices enhances implementation of the Missouri Learning Standards.
- In the Educator Growth Plan, Mr. Peters documents the following:
 - FOCUS – Mr. Peters describes the focus for ensuring the use of effective instructional practices
 - GOAL – Mr. Peters determines how many Micro Teaching lessons he wants each teacher to do and by when
 - STRATEGY – Mr. Peters describes how the Micro Teaching lessons are to occur based on the research presented by John Hattie
 - RESULTS – Mr. Peters describes the specific improvements that resulted in teacher practice by using the Micro Teaching strategy. In particular, he provides evidence from the taped lessons of teachers of improved implementation of the Missouri Learning Standards
 - Baseline Score – 2
 - Follow-up Score – 4
 - Growth Score – 2
- A follow-up score of “5 Proficient” on Quality Indicator 3.2: Lead Personnel
 - Based on feedback received from both the superintendent and his teachers on his ability to provide meaningful feedback, Mr. Peters now has evidence that he has improved this leadership skill. Mr. Peters has evidence of his visits to classrooms and the feedback he provided. He can demonstrate how this led to changes and improvements in teachers’ instructional practices. Specifically, teachers improved in practices aligned to the implementation of the Missouri Learning Standards.
 - In the Educator Growth Plan, Mr. Peters documents the following:
 - FOCUS – Mr. Peters describes the focus for providing effective feedback to his teachers
 - GOAL – Mr. Peters determines how often he will provide feedback to each of his teachers.
 - STRATEGY – Mr. Peters describes how he will introduce the district priority of implementing the Missouri Learning Standards and how he will provide feedback to each of his teachers on their implementation of these standards
 - RESULTS – Mr. Peters describes what, when and how he provided feedback to teachers and the changes in practice that resulted because of that feedback.
 - Baseline Score – 4
 - Follow-up Score – 5
 - Growth Score – 1

- A follow-up score of “6 Proficient” on Quality Indicator 2.3: Ensure Continuous Professional Learning
 - The teachers in Mr. Peters’ building have consistently engaged in the Micro Teaching strategy. Video tapes of lessons provide evidence that teachers have gained new professional learning and have applied it in their teaching strategies. They have received feedback from Mr. Peters as well as colleagues on their application of new learning and its impact on student learning.
 - In the Educator Growth Plan, Mr. Peters documents the following:
 - FOCUS – Mr. Peters describes the focus for applying new professional learning to improve student learning
 - GOAL – Mr. Peters determines how new professional learning will be included in the Micro Teaching lessons each teacher is going to do
 - STRATEGY – Mr. Peters describes how the Micro Teaching lessons are to occur based on the research presented by John Hattie and will include new professional learning. Teachers will receive feedback on the impact of the lesson.
 - RESULTS – Mr. Peters notes the changes in practice that were captured on video using the Micro Teaching strategy. He specifically notes the impact these changes had on student learning.
 - Baseline Score – 4
 - Follow-up Score – 6
 - Growth Score – 2

Step 6: Complete the final summative evaluation

Rationale

The evaluation process exists for the improvement of teacher and principal practice as a necessary catalyst for improving student performance. The summative evaluation pulls together the data that has been collected and provides a final overall statement of the educator’s effectiveness.

Description

An overall determination on performance uses baseline and follow-up scores, feedback generated throughout the year on selected indicators, general feedback generated periodically through classroom observations and any other data or information relevant to the principal’s performance observed or gathered throughout the year. This information is captured on feedback forms and the Educator Growth Plan or, if applicable, the Educator Improvement Plan. This information and data is used to complete the [Summative Evaluation Form](#).

Principal Evaluation Summative Report

Principal:	Academic Year	
Probationary Principal:	Permanent Principal:	School:
Standard 1: Vision, Mission and Goals		
<input type="checkbox"/> School has a vision, mission and goals that aligns to district priorities <input type="checkbox"/> Principal communicates and motivates others to achieve the vision, mission and goals <input type="checkbox"/> Staff, students and families are motivated to achieve the vision, mission and goals Standard 1 Comments: <text>(Leave blank for no comments)</text>		
Standard 2: Teaching and Learning		
<input type="checkbox"/> Building procedures highlight effective practices, positive relationships and safety. <input type="checkbox"/> Principal promotes student achievement through effective practices and ongoing learning <input type="checkbox"/> Staff and Students experience high levels of learning Standard 2 Comments: <text>(Leave blank for no comments)</text>		
Standard 3: Management of the Organizational Systems		
<input type="checkbox"/> Structures, procedures, resources and documentation support the managing of the school <input type="checkbox"/> Principal demonstrates skills consistent with a well-managed school <input type="checkbox"/> Effective management of the learning environment supports student learning Standard 3 Comments: <text>(Leave blank for no comments)</text>		
Standard 4: Collaboration with Families and Stakeholders		
<input type="checkbox"/> Identifies and plans for the use of community resources to support learning <input type="checkbox"/> Principal is visible and actively involved in building community relationships and support <input type="checkbox"/> Family and community members are engaged in a positive relationship with the school Standard 4 Comments: <text>(Leave blank for no comments)</text>		
Standard 5: Ethics and Integrity		
<input type="checkbox"/> School records and procedures are maintained in an ethical manner <input type="checkbox"/> Principal demonstrates respectful and ethical behavior <input type="checkbox"/> Teachers and staff demonstrate respectful and ethical behavior Standard 5 Comments: <text>(Leave blank for no comments)</text>		
Standard 6: Professional Development		
<input type="checkbox"/> Maintains appropriate documentation of ongoing professional learning <input type="checkbox"/> Principal reviews and researches appropriate knowledge, skills and best practices <input type="checkbox"/> Application of professional learning impacts teachers, staff and students Standard 6 Comments: <text>(Leave blank for no comments)</text>		

*A "Growth Opportunity" rating on a standard results in a Growth Plan for that area.

**An "Area of Concern" rating on a standard results in an Improvement Plan for that area.

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Indicator and Rationale	Baseline Assessment	Goal (Target related to selected indicator)	Results (Outcome of implemented strategies)	Academic Year	Follow-Up Assessment
				--	
#1	Emerging (0-2)				Emerging (0-2)
	<input type="checkbox"/> 0 <input type="checkbox"/> 1 <input type="checkbox"/> 2	Developing (3-4)			<input type="checkbox"/> 0 <input type="checkbox"/> 1 <input type="checkbox"/> 2
	<input type="checkbox"/> 3 <input type="checkbox"/> 4	Proficient (5-6)			<input type="checkbox"/> 3 <input type="checkbox"/> 4
	<input type="checkbox"/> 5 <input type="checkbox"/> 6	Distinguished (7)			<input type="checkbox"/> 5 <input type="checkbox"/> 6
	<input type="checkbox"/> 7				<input type="checkbox"/> 7
#2	Emerging (0-2)				Emerging (0-2)
	<input type="checkbox"/> 0 <input type="checkbox"/> 1 <input type="checkbox"/> 2	Developing (3-4)			<input type="checkbox"/> 0 <input type="checkbox"/> 1 <input type="checkbox"/> 2
	<input type="checkbox"/> 3 <input type="checkbox"/> 4	Proficient (5-6)			<input type="checkbox"/> 3 <input type="checkbox"/> 4
	<input type="checkbox"/> 5 <input type="checkbox"/> 6	Distinguished (7)			<input type="checkbox"/> 5 <input type="checkbox"/> 6
	<input type="checkbox"/> 7				<input type="checkbox"/> 7
#3	Emerging (0-2)				Emerging (0-2)
	<input type="checkbox"/> 0 <input type="checkbox"/> 1 <input type="checkbox"/> 2	Developing (3-4)			<input type="checkbox"/> 0 <input type="checkbox"/> 1 <input type="checkbox"/> 2
	<input type="checkbox"/> 3 <input type="checkbox"/> 4	Proficient (5-6)			<input type="checkbox"/> 3 <input type="checkbox"/> 4
	<input type="checkbox"/> 5 <input type="checkbox"/> 6	Distinguished (7)			<input type="checkbox"/> 5 <input type="checkbox"/> 6
	<input type="checkbox"/> 7				<input type="checkbox"/> 7

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The first 1st page of the summative evaluation form provides an overview of the effectiveness of the principal looking across all six of the leader standards. The 2nd page provides an overview of the specific indicators the principal has worked on throughout the year.

- Assessing the principal's performance across all 6 leader standards
 - Each standard is listed with summary statements. The statements represent a very broad description drawn from the categories of commitment, practice and impact. They are listed as a type of checklist supporting each of the 6 standards. For each standard, three options are provided:
 - Area of Concern – checking this box for a standard will likely result in an improvement plan for this standard meaning that growth in this area is both necessary and required and could impact future employment
 - Growth Opportunity – checking this box for a standard might possibly result in an indicator from this standard being selected in the following year as an opportunity for growth and documented in the next year's Educator Growth Plan
 - Meets Expectation – checking this box for this standard indicates that performance in this area meets the expectation of the superintendent/district at the present time

- Note: the comment box provided below each standard provides the opportunity to offer the rationale for the rating as well as to note exemplary performance in this particular area.
- Assessing the principal's performance on selected indicators
 - This section of the summative evaluation form focuses on the growth opportunities presented through the selected indicators. Summative information is provided in the following areas:
 - Indicator and Rationale – document the specific indicator(s) that were selected and the reason this was a growth opportunity for the principal
 - Baseline Assessment – indicate the initial rating achieved for each selected indicator
 - Goal – summarize the goal that was created to address the growth opportunity
 - Results – describe the outcomes of implementing the strategy and determine whether the focus was adequately addressed
 - Follow-Up Assessment – indicate the follow-up rating achieved for each selected indicator
 - Note: This information matches the information that is documented on the Educator Growth Plan

The final page of the Summative Evaluation Form provides an overall rating for the principal. This section is completed as follows:

1. Years in Position – determine the number of years the principal has been in the current evaluated position (Note: the purpose for “in position” is to allow for reassignment to other grade levels/positions without adversely affecting performance ratings)
2. Select one of the effectiveness ratings based on the following criteria:

MISSOURI'S EDUCATOR EVALUATION SYSTEM

Overall Principal Rating

Years in Position	Ineffective	Minimally Effective	Effective	Highly Effective
0-2	Multiple Areas of Concern Or Indicator Rating 0	1 Area of Concern Or Indicator Rating 1	No Areas of Concern And Indicator Ratings 2-3	No Areas of Concern And Indicator Ratings 4-7
3-5	Multiple Areas of Concern Or Indicator Ratings 0-2	1 Area of Concern Or Indicator Rating 3	No Areas of Concern And Indicator Ratings 4-5	No Areas of Concern And Indicator Ratings 6-7
6-10	Multiple Areas of Concern Or Indicator Ratings 0-3	1 Area of Concern Or Indicator Rating 4	No Areas of Concern And Indicator Ratings 5-6	No Areas of Concern And Indicator Rating 7
Over 10	Multiple Areas of Concern Or Indicator Ratings 0-4	1 Area of Concern Or Indicator Rating 5	No Areas of Concern And Indicator Rating 6	No Areas of Concern And Indicator Rating 7

Teacher's Name _____ is rated as _____ Effectiveness Rating _____ for the _____ - _____ school year.

Overall Comments:

Recommend for Re-Employment
 Develop a new or revised growth plan based on new indicators or a continuation of the same indicators.
 Develop an improvement plan linked to indicators. This must include specific target dates and timelines that must be met in order for re-employment to continue.

Do Not Recommend for Re-Employment

Principal's Signature _____ Date _____ Evaluator's Signature _____ Date _____

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a. Ineffective Rating

- i. Multiple areas of concern across the 6 standards, OR
- ii. An average of the follow-up assessment scores on the selected indicators falls into the indicated range

b. Minimally Effective Rating

- i. 1 area of concern across the 6 standards, OR
- ii. An average of the follow-up assessment scores on the selected indicators falls into the indicated range

c. Effective Rating

- i. No areas of concern across the 6 standards, AND
- ii. An average of the follow-up assessment scores on the selected indicators falls into the indicated range

d. Highly Effective Rating

- i. No areas of concern across the 6 standards, AND
- ii. An average of the follow-up assessment scores on the selected indicators falls into the indicated range

e. Complete the comments section and the recommendation for employment

Example

Mr. Peters' superintendent completed his summative evaluation form with the following information:

Assessing Mr. Peters' performance across all 6 teaching standards

• Standard 1: Vision, Mission and Goals	Meets Expectation
• Standard 2: Teaching and Learning	Growth Opportunity
• Standard 3: Management of the Organizational Systems	Meets Expectation
• Standard 4: Collaboration with Families and Stakeholder	Meets Expectation
• Standard 5: Ethics and Integrity	Meets Expectation
• Standard 6: Professional Development	Growth Opportunity

Mr. Peters had no areas of concern. He had two areas, Teaching and Learning and Professional Development, that were marked by his superintendent as growth opportunities. His selected indicators next year could possibly come from these two standards. In the comments section under Standard 3 Management of the Organizational Systems, his superintendent particularly noted that he felt Mr. Peters was particularly strong in his management skills and ability to work well with his teachers and staff.

Assessing Mr. Peters' performance on selected indicators

Mr. Peters' follow-up ratings on his identified indicators show evidence of his efforts to implement the Missouri Learning Standards and, in particular, showed he had assisted his teachers in improving their professional practice. His growth on each selected indicator is as follows:

- Emerging (2) to Developing (4) on Quality Indicator 2.2: Provide an Effective Instructional Program
- Developing (4) to Proficient (5) on Quality Indicator 3.2: Lead Personnel
- Developing (4) to Proficient (6) on Quality Indicator 2.3: Ensure Continuous Professional Learning.

His average rating based on his follow-up assessments is a 5 (15 total / 3 indicators = 5). This average follow-up assessment score provides a general summary on the growth Mr. Peters achieved in his three growth opportunities.

Mr. Peters is in his fifth year of leading an elementary school. Since he has been in his current evaluated position for five years, the second row of the Overall Principal Rating chart is used. Mr. Peters had no areas of concern AND his average rating fell in the 4-5 range.

MISSOURI'S EDUCATOR EVALUATION SYSTEM

Overall Principal Rating

Years in Position	Ineffective	Minimally Effective	Effective	Highly Effective
0-2	Multiple Areas of Concern Or Indicator Rating 0	1 Area of Concern Or Indicator Rating 1	No Areas of Concern And Indicator Ratings 2-3	No Areas of Concern And Indicator Ratings 4-7
3-5	Multiple Areas of Concern Or Indicator Ratings 0-2	1 Area of Concern Or Indicator Rating 3	No Areas of Concern And Indicator Ratings 4-5	No Areas of Concern And Indicator Ratings 6-7
6-10	Multiple Areas of Concern Or Indicator Ratings 0-3	1 Area of Concern Or Indicator Rating 4	No Areas of Concern And Indicator Ratings 5-6	No Areas of Concern And Indicator Rating 7
Over 10	Multiple Areas of Concern Or Indicator Ratings 0-4	1 Area of Concern Or Indicator Rating 5	No Areas of Concern And Indicator Rating 6	No Areas of Concern And Indicator Rating 7

Based on the information collected throughout the year and compiled on the Summative Evaluation Form, Mr. Peters would receive the following overall rating:

Mr. Peters _____ is rated as _____ Effective _____ for the _____ 2012 - 2013 school year.
Principal's Name _____ *Effectiveness Rating*

Recommend for Re-Employment

Do Not Recommend for Re-Employment

- Develop a new or revised growth plan based on new indicators or a continuation of the same indicators.**
- Develop an improvement plan linked to indicators. This must include specific target dates and timelines that must be met in order for re-employment to continue.

Step 7: Reflect and Plan

Rationale

The evaluation process exists primarily for the improvement of effective practice in order to improve student performance. Ongoing reflection and planning are used to ensure that student learning needs are continually met.

Description

The improvement of effective practice is a means to an end. The ongoing and continual process of improving professional practice is essential for ensuring that student learning needs remain the focus of the evaluation process. The ultimate result is the improvement of student learning. Monitoring student learning growth caused by a principal's improved practice satisfies the primary purpose of the evaluation process.

Reflection on personal growth is an important part of feedback. It provides personal insight to areas of strength and potential growth opportunities for future focus. As a part of this reflection, consider the following:

1. Assess whether the particular areas of improvement of effective practice impacted teacher practice and student learning
2. Reflect on personal growth and possible future opportunities for continued growth
3. Plan ahead for future opportunities for growth. In collaboration with the superintendent and perhaps teachers and staff and/or colleagues, select indicators for next year (applies to returning principals).
4. Continue to acquire new knowledge and practice new strategies and skills

Example

Through the end of the year, Mr. Peters continues to monitor the learning of the students in his building. He particularly reflects on how effective instruction and assessment, developed and practiced through the Micro Teaching strategy and the focus of his feedback have contributed to students' improved performance. In consultation with his superintendent, he begins to plan which particular indicators would be most appropriate for him to focus on next year. In particular, based on his Summative Evaluation Form, they consider and discuss selecting indicators from Standard 2: Teaching and Learning and Standard 6: Professional Development. Their professional conversation includes consideration of working on some of the same indicators next year. Mr. Peters will use his summer months to continue his learning in ways that will improve his performance on the indicators he will work on next year.

Timeline for completion of the Principal Evaluation Protocol

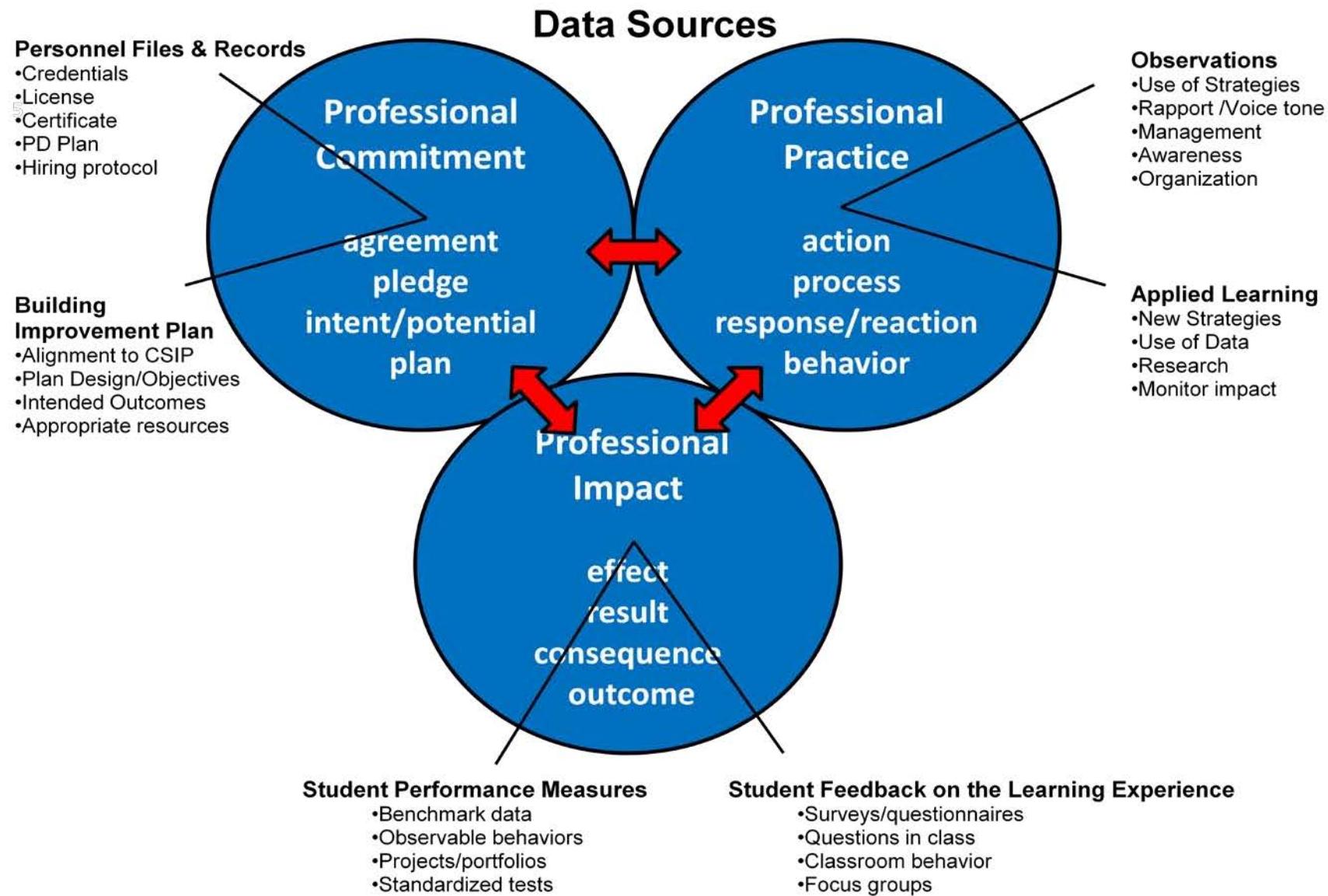
Step #	Step 1	Step 2	Step 3	Step 4	Step 5	Step 6	Step 7
Title and Description Of Step	Identify the indicators to be assessed	Determine a baseline score for each identified indicator	Develop an Educator Growth Plan	Regularly assess progress and provide feedback	Determine a follow-up score for each identified indicator	Complete the final summative evaluation	Reflect and Plan
Select indicators to be assessed based on student data and aligned to building & district improvement plans.	Conduct an initial assessment of identified indicators and set a baseline score for each identified indicator.	Based on the opportunities for growth and the baseline scores, complete the Educator Growth Plan that includes the practice and application of new knowledge and skills.	Conduct observations on performances in the identified indicators. Provide targeted feedback on areas of strength and opportunities for growth. Note: observations may be conducted by coaches, peers, teacher team members as well as superintendents and assistant superintendents.		Conduct a follow-up assessment of identified indicators. Determine overall progress on the Educator Growth Plan.	Complete the Summative Evaluation Form to determine the overall rating on performance by the 15 th of March.	Continue to monitor student growth and reflect on the impact of improved effective practice. Reflect on progress of growth opportunities. Indicators for next year may be selected based on local student data and the results of the evaluation process.
Timeline Returning Principal	April –Summer	August – October		November – February		Early Spring	April – May – Summer
Timeline 1 st Year Principal	Summer - Aug	September - October		November – February		Early Spring	April – May - Summer



Growth Guide

MISSOURI'S EDUCATOR EVALUATION SYSTEM

Professional Frames of the Leader



Leader Growth Guide 1.1

Standard 1: Vision, Mission and Goals

Education leaders have the knowledge and ability to ensure the success of all students by facilitating the development, articulation, implementation, and stewardship of a school or district vision of learning that is shared and supported by the school community.

Quality Indicator 1: Establish the Vision, Mission and Goals

Emerging	Developing	Proficient	Distinguished				
1E1) The emerging leader... Leads the development or refinement of the vision, mission and goals informed by knowledge and research and directly related to the Comprehensive School Improvement Plan for the district and the Building Improvement Plan.	1D1) The developing leader also... Effectively communicates the vision, mission and goals to all staff and stakeholders to promote and emphasize the success of all students.	1P1) The proficient leader also... Leads the ongoing review of the vision, mission and goals to ensure they promote the success of all students and is based on relevant knowledge and current theories.	1S1) The distinguished leader also... Implements timely changes based on data to the vision, mission and goals ensuring the continued success of students in the building and contributing to improvement and progress in the district.				
Professional Frames							
Evidence of Commitment The school has vision of learning aligned to the building and district improvement plans	Evidence of Commitment Plans for the consistent and effective communication of the vision, mission and goals to all stakeholders	Evidence of Commitment Plans for the ongoing review of the vision, mission and goals	Evidence of Commitment A plan/process exists for the regular evaluation and, as necessary, modification of the school's vision				
Evidence of Practice Learns the history of the vision, mission and goals and facilitates its development or refinement as needed	Evidence of Practice Employs strategies to clearly articulate the vision, mission and goals to all key stakeholders	Evidence of Practice Engages in efforts to collaboratively review and refine the vision, mission and goals to enhance student success	Evidence of Practice Uses ongoing evaluation data to change as needed the vision, mission and goals in order to meet the needs of the students				
Evidence of Impact N/A	Evidence of Impact N/A	Evidence of Impact N/A	Evidence of Impact N/A				
Score = 0	1	2	3	4	5	6	7

Leader Growth Guide 1.2

Standard 1: Vision, Mission and Goals

Quality Indicator 2: Implement the Vision, Mission and Goals

Emerging	Developing	Proficient	Distinguished
1E2) The emerging leader... Develops strategies to motivate staff, students and families to achieve the building's vision, mission and goals.	1D2) The developing leader also... Modifies strategies to increase the commitment of staff, students, and families to the vision, mission and goals.	1P2) The proficient leader also... Analyzes the fidelity of implementation strategies in the overall achievement of the vision, mission and goals.	1S2) The distinguished leader also... Increases the capacity of leadership throughout the building for achieving the vision, mission and goals.
Professional Frames			
Evidence of Commitment <i>Ensures that a plan has been developed to motivate staff, students, and families to achieve the vision, mission and goals of the school</i>	Evidence of Commitment <i>Documents changes in strategies that result in increased commitment</i>	Evidence of Commitment <i>Has a process for analyzing the effectiveness of initiatives designed to motivate staff, students, and families</i>	Evidence of Commitment <i>Has a clear plan for developing leadership capacity in the building</i>
Evidence of Practice <i>Effectively uses strategies to motivate others to achieve the vision, mission and goals</i>	Evidence of Practice <i>Facilitates changes to strategies that increase the commitment of staff, students and families</i>	Evidence of Practice <i>Regularly assesses how motivated stakeholders are to achieve mission, vision and goals</i>	Evidence of Practice <i>Actively engages in strategies that result in increased capacity of leadership of others in the building</i>
Evidence of Impact <i>Staff, students, and families are motivated to achieve the school's vision, mission and goals</i>	Evidence of Impact <i>Staff, students, and families have increased commitment towards achieving the vision, mission and goals</i>	Evidence of Impact <i>Key stakeholders provide input for analyzing the effectiveness of initiatives designed to motivate staff, students, and families</i>	Evidence of Impact <i>Leadership capacity expands throughout the building</i>
Score = 0	1	2	3
4	5	6	7

Possible Sources of Evidence

Standard 1: Vision, Mission and Goals.

Education leaders have the knowledge and ability to ensure the success of all students by facilitating the development, articulation, implementation, and stewardship of a school or district vision of learning supported by the school community.

Professional Commitment		
<ul style="list-style-type: none">• School Improvement Plan• Documentation of collaborative structures and processes in place for stakeholder engagement• Historical data• Posted vision, mission, and goals• Stakeholder meeting agendas and notes• Stakeholder surveys	<ul style="list-style-type: none">• Communication plan• Sample updates to stakeholders on progress made toward building goals• Outreach plan• Documentation on revisions made to mission, vision and goals• Impact data on revisions	<ul style="list-style-type: none">• List of participating stakeholders• Sample newsletters, memos, articles, etc.• School website• Data used to make revisions, determine goals and priority areas• Improvement efforts toward vision, mission, and goals
Professional Practice		
<ul style="list-style-type: none">• Engages all stakeholders in the creation of a shared educational vision• Leads and implements a process for developing a shared vision and strategic goals in student achievement• Forges stakeholder consensus for school improvement• Create with stakeholders a vision for the school• Designs and implements a collaborative process to collect and analyze data about the school's progress• Creates and implements a protocol for the systematic review and revision of the vision and mission	<ul style="list-style-type: none">• Implements a school-wide instructional vision with input from a broad representation of stakeholders• Develops, promotes, and secures staff commitment to core values that guide the development of a results-oriented mission statement and ongoing decision making.• Maintains a focus on the vision and strategic goals throughout the year• Initiates changes to vision and goals based on data and goals based on data to improve performance, school culture and school success	<ul style="list-style-type: none">• Uses a variety of means to communicate goals to stakeholders• Ensures that the mission and vision is visible and known by students and staff• Uses feedback from stakeholders to improve school performance• Ensures that the school's identity (vision, mission, values and goals) drives decisions and informs the culture
Professional Impact		
<ul style="list-style-type: none">• Survey results• Revision of Vision and goal statements• Stakeholder list• Documentation of progress• Focus group interviews• Classroom observations• Building Professional Development Plan	<ul style="list-style-type: none">• School improvement plan• Non-academic records of individual progress (class participation, engagement, motivation, behavior, etc.)• Academic records of individual student progress• Student completion data on homework/projects• Performance assessment results	<ul style="list-style-type: none">• Structured interviews with students, staff, parents, guardians, and community stakeholders• Example of data-driven decisions to document progress and/or to determine school goals and priority areas• Student and/or parent survey results• Parent/community attendance at school functions

Leader Growth Guide 2.1

Standard 2: Teaching and Learning

Education leaders have the knowledge and ability to ensure the success of all students by promoting a positive school culture, providing an effective instructional program, applying best practice to student learning, and designing comprehensive professional growth plans for staff.

Quality Indicator 1: Promote Positive School Culture

Emerging	Developing	Proficient	Distinguished
2E1) The emerging leader... Establishes a culture of safety, positive relationships and high levels of learning for all students.	2D1) The developing leader also... Maintains a culture that emphasizes safety, positive relationships and high levels of student learning.	2P1) The proficient leader also... Leads continuous assessment of the culture to ensure increased student safety, positive relationships and high levels of learning.	2S1) The distinguished leader also... Implements timely changes based on data to further improve the culture of the district related to student safety, positive relationships and increased levels of student learning.
Professional Frames			
<i>Evidence of Commitment</i> <i>School artifacts indicate a focus on safety and positive relationships</i>	<i>Evidence of Commitment</i> <i>Artifacts indicate a continuous effort to maintain a positive culture</i>	<i>Evidence of Commitment</i> <i>Plans for assessing the building's culture</i>	<i>Evidence of Commitment</i> <i>A process is in place to evaluate and modify strategies for improving the culture</i>
<i>Evidence of Practice</i> <i>Engages in strategies that promote safety, positive relationships and high levels of learning for students</i>	<i>Evidence of Practice</i> <i>Uses effective strategies for maintaining a positive culture throughout the building</i>	<i>Evidence of Practice</i> <i>Facilitates a collaborative process for assessing the culture and the use of strategies to increase safety, positive relationships and high levels of student learning</i>	<i>Evidence of Practice</i> <i>Evaluates data gathering strategies in regards to culture and enacts strategies for improvement</i>
<i>Evidence of Impact</i> <i>Safety, positive relationships and high expectations for learning are evident in the building's</i>	<i>Evidence of Impact</i> <i>Safety, positive relationships and high expectations for learning are consistently apparent throughout the building</i>	<i>Evidence of Impact</i> <i>Context-appropriate strategies positively impact the learning objectives of the school</i>	<i>Evidence of Impact</i> <i>Building culture is increasingly more positive in terms of safety, positive relationships and high expectations for student learning</i>
Score = 0 1 2	3 4	5 6	7

Leader Growth Guide 2.2

Standard 2: Teaching and Learning

Quality Indicator 2: Provide an Effective Instructional Program

Emerging	Developing	Proficient	Distinguished
2E2) The emerging leader... Works with staff to determine the current instruction and assessment practices used to impact student achievement.	2D2) The developing leader also... Promotes and monitors consensus relative to the use of effective instruction and assessment practices.	2P2) The proficient leader also... Collaborates with staff to evaluate the effectiveness of instructional and assessment practices based on student performance data.	2S2) The distinguished leader also... Leads continuous improvement of instruction and assessment practices based on the most current research on the impact of educator practices on student learning.
Professional Frames			
<i>Evidence of Commitment</i> Ensures documentation of the effectiveness of existing instructional and assessment practices and curricular materials at each level in the school building	<i>Evidence of Commitment</i> Collaboratively plans for the use of effective instructional and assessment practices	<i>Evidence of Commitment</i> Has a process to evaluate and recommend changes necessary to ensure effective instructional and assessment practices	<i>Evidence of Commitment</i> A process is in place to continuously monitor and evaluate instructional and assessment practices
<i>Evidence of Practice</i> Facilitates the review of practices and curricular materials and their effectiveness in raising student achievement	<i>Evidence of Practice</i> Facilitates a collaborative process of reviewing and promoting effective instruction and assessment practices	<i>Evidence of Practice</i> Uses student data to determine if instruction and assessment practices are effective and acts on ineffective instruction and assessment practices	<i>Evidence of Practice</i> Uses a system to regularly assess effectiveness of practice and documents sustained improvement and growth of staff and students
<i>Evidence of Impact</i> Student achievement data is linked to practices and curricular materials	<i>Evidence of Impact</i> Effective instructional and assessment practices are consistently used	<i>Evidence of Impact</i> Teachers and staff engage in a review of instructional and assessment practices	<i>Evidence of Impact</i> All Students experience sustained improvement and growth
Score = 0	1	2	3
4	5	6	7

Leader Growth Guide 2.3

Standard 2: Teaching and Learning

Quality Indicator 3: Ensure Continuous Professional Learning

Emerging	Developing	Proficient	Distinguished
2E3) The emerging leader... Establishes a culture that values continuous learning for all staff and is focused on improving student performance.	2D3) The developing leader also... Ensures the annual documentation of professional growth in a professional growth plan maintained by all staff.	2P3) The proficient leader also... Ensures that professional learning is focused on improving student learning and is directly related to the Building Improvement Plan.	2S3) The distinguished leader also... Leads in the evaluation of the impact of professional learning based on student performance data to ensure the improvement of student achievement.
Professional Frames			
Evidence of Commitment <i>Building procedures and protocols highlights continuous learning</i>	Evidence of Commitment <i>Professional growth plans document continuous learning</i>	Evidence of Commitment <i>Professional learning is aligned to student learning needs</i>	Evidence of Commitment <i>Applied professional learning is evaluated</i>
Evidence of Practice <i>Establishes process and strategies for continuous learning for all staff, including novice teachers</i>	Evidence of Practice <i>Develops structures to ensure the documentation of continuous learning for all</i>	Evidence of Practice <i>Uses strategies to determine that professional learning meets the needs and priorities in the building improvement plan</i>	Evidence of Practice <i>Cultivates a system of evaluation to determine that professional learning impacts student performance</i>
Evidence of Impact <i>Teachers and staff engage in continuous learning to better meet student needs</i>	Evidence of Impact <i>Teachers and staff develop and maintain annual professional growth plans</i>	Evidence of Impact <i>Teachers and staff align and apply all professional learning to specific learning needs</i>	Evidence of Impact <i>Teachers and staff conduct ongoing evaluation on the impact of professional learning on student performance data</i>
Score = 0 1 2	3	4	5 6 7

Possible Sources of Evidence

Standard 2: Teaching and Learning

Education leaders have the knowledge and ability to ensure the success of all students by promoting a positive school culture, providing an effective instructional program, applying best practice to student learning, and designing comprehensive professional growth plans for staff.

Professional Commitment			
<ul style="list-style-type: none"> • Examples of Student, staff, and parent culture/climate surveys • Focus group interview questions • Descriptive feedback on culture • Procedures for reporting, investigating, and resolving incidents of school bullying, harassment, etc. • Student, parent and staff handbooks 	<ul style="list-style-type: none"> • Classroom observations • Structures and protocols to celebrate student/staff success (academic, behavioral, cultural, extra-curricular, etc.) • Newsletters • Internal/external communication structures (website, memos, social media, etc.) • List of strategies and procedures related to professional growth plans 	<ul style="list-style-type: none"> • Structures in place to promote collegiality, collaboration, and cultural awareness • Culture and profile data • Research on effective practices (journals, articles, etc.) • Inventory of curricular materials • Assessment of diverse needs of students • Posted student work, behavioral norms/class procedures 	<ul style="list-style-type: none"> • Records/files of meetings and activities of the Professional Development Committee • Time management strategies and plan • Structures and processes to collaborate with the Professional Development committee to align learning opportunities to School Improvement Efforts • Academic guidelines • Technology plan
Professional Practice			
<ul style="list-style-type: none"> • Ensures that policies and practices respect a culturally diverse environment. • Ensures that all teachers design effective and rigorous standards-based units of instruction. • Ensures that professional growth plans focus on learning for staff that is focused on improving student performance • Leads celebrations for student, classroom, and school-wide successes 	<ul style="list-style-type: none"> • Develops and nurtures a culture in which staff reflect on their practice, use student data, current research, best practices and theory to continuously adapt instruction • Fosters instructional practices that reflect high expectations, engages all students, and are personalized to accommodate diverse learners • Uses staff meetings as collaborative opportunities for teachers to share strategies and best-practices 	<ul style="list-style-type: none"> • Ensures that all teachers use a variety of formal and informal methods of assessments to measure student learning, growth and understanding • Works in collaboration with the Professional Development Committee to evaluate professional learning and its impact on student performance • Reads and shares research 	<ul style="list-style-type: none"> • Fosters on-going coaching and training that builds classroom proficiency • Provides time and opportunities for individual/team/and whole staff professional learning • Promotes the use of effective and appropriate technology to support student learning • Uses peer observations to monitor collective implementation of instructional strategies
Professional Impact			
<ul style="list-style-type: none"> • Examples of professional learning impacting student learning • Documented changes and improvement of instructional practice 	<ul style="list-style-type: none"> • Classroom observation data/feedback • Data confirming technology use • Professional growth plans data 	<ul style="list-style-type: none"> • Survey data; focus group data • PDC Plan evaluation • Student Performance Impact data 	<ul style="list-style-type: none"> • Non-academic records of individual progress (class participation, engagement, motivation, behavior, etc.)

Leader Growth Guide 3.1

Standard 3: Management of the Organizational Systems

Education leaders have the knowledge and ability to ensure the success of all students by managing the organizational structure, personnel, and resources in a way that promotes a safe, efficient, and effective learning environment.

Quality Indicator 1: Manage the Organizational Structure

Emerging	Developing	Proficient	Distinguished				
3E1) The emerging leader... Creates and enforces structures and procedures to guide the building in pursuit of its vision, mission and goals.	3D1) The developing leader also... Monitors and reviews the effectiveness of all structures and procedures.	3P1) The proficient leader also... Evaluates and revises structures and procedures to better support learning for all students.	3D1) The distinguished leader also... Ensures and leads a process for annually reviewing student data to guide the design and improvement of structures and procedures to enhance student learning.				
Professional Frames							
Evidence of Commitment Structures, policies and procedures support the school's vision, mission and goals	Evidence of Commitment A review cycle is established for structures, policies and procedures	Evidence of Commitment Structures, policies and procedures are evaluated and modified as appropriate	Evidence of Commitment Structures, policies and procedures are improved using a systemic process				
Evidence of Practice Establishes handbooks and methods for communicating structures, policies and procedures to staff, students and families	Evidence of Practice Regularly reviews structures, policies and procedures with staff, student representatives, and parents	Evidence of Practice With collaborative input, makes determinations on effectiveness and modifies as necessary	Evidence of Practice Creates a process across the system to conduct ongoing evaluation and improvement				
Evidence of Impact Appropriate structures, policies and procedures support key issues like building safety, retention, etc.	Evidence of Impact Effectively implemented structures, policies and procedures support key issues like building safety, retention, etc.	Evidence of Impact Improved structures, policies and procedures support key issues like building safety, retention, etc.	Evidence of Impact Continuously improved structures, policies and procedures support key issues like building safety, retention, etc.				
Score = 0	1	2	3	4	5	6	7

Leader Growth Guide 3.2

Standard 3: Management of the Organizational Systems

Quality Indicator 2: Lead Personnel

Emerging	Developing	Proficient	Distinguished
3E2) The emerging leader... Creates positive relationships with teachers and staff to build support for the goals and priorities of the Building Improvement Plan.	3D2) The developing leader also... Assesses teacher and staff performance based on improved learning for students.	3P2) The proficient leader also... Leads an ongoing system of performance evaluation for all educators that results in higher levels of professional practice and improved student growth.	3S2) The distinguished leader also... Ensures a system that builds the capacity of teachers and staff (including succession planning) that results in the achievement of the Building Improvement Plan and its goals and priorities.
Professional Frames			
<i>Evidence of Commitment</i> Reviews appropriate personnel paperwork including certifications, salary schedules, handbooks, code of conduct, etc.	<i>Evidence of Commitment</i> Promotes an effective evaluation process to confirm appropriate credentials, improve practice and build collective commitment	<i>Evidence of Commitment</i> An evaluation process is in place that supports effective instruction through growth and improvement	<i>Evidence of Commitment</i> Ensures an effective evaluation process to continuously improve performance and build capacity
<i>Evidence of Practice</i> Demonstrates ability to listen carefully and respond accurately in order to build positive relationships	<i>Evidence of Practice</i> Accurately collects data on performance and provides construct feedback that builds collective commitment around improvement of student learning	<i>Evidence of Practice</i> Engages in an effective process of evaluation that includes meaningful and constructive feedback to promote improvement	<i>Evidence of Practice</i> Engages in intentional strategies to formatively develop leadership in staff, using leadership teams and other distributive leadership structures
<i>Evidence of Impact</i> Teachers and staff are knowledgeable of and generally support the district's vision, mission and goals	<i>Evidence of Impact</i> Teachers and staff participate in an effective evaluation process	<i>Evidence of Impact</i> Teachers and staff improve practice based on an effective evaluation process	<i>Evidence of Impact</i> Teachers and staff improve practice and increasingly participate in shared leadership opportunities
Score = 0 1 2	3	4	5 6
7			

Leader Growth Guide 3.3

Standard 3: Management of the Organizational Systems

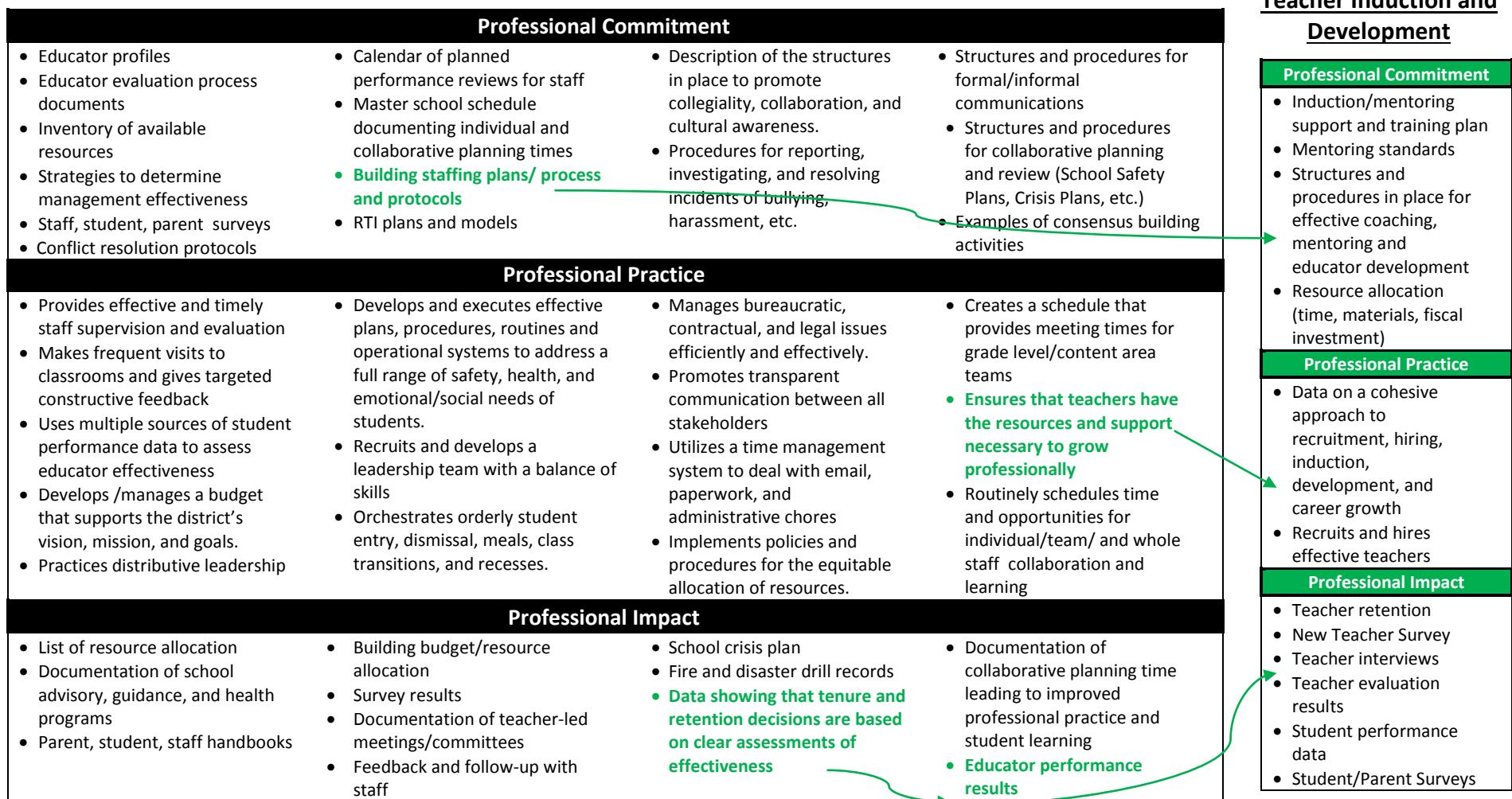
Quality Indicator 3: Manage Resources

Emerging	Developing	Proficient	Distinguished
3E3) The emerging leader... Is knowledgeable of existing policies and procedures related to the effective, legal, and equitable use of resources to achieve student learning	3D3) The developing leader also... Implements policies and procedures that guide the effective, legal, and equitable use of resources to support student learning.	3P3) The proficient leader also... Reviews and monitors all policies and procedures regarding the use of resources ensuring they are current, effective, legal and equitable	3S3) The distinguished leader also... Implements a process to use effectiveness data to revise and continuously improve procedures and advocate for policies to ensure the effective, legal, and equitable use of resources to enhance student learning.
Professional Frames			
Evidence of Commitment <i>Policies and procedures exist for the effective, legal, and equitable use of fiscal, human and material resources</i>	Evidence of Commitment <i>Policies and procedures are implemented for equitable use of resources</i>	Evidence of Commitment <i>A regular review of all policies and procedures is planned</i>	Evidence of Commitment <i>Policies and procedures are continuously developed and improved to ensure equitable use of resources</i>
Evidence of Practice <i>Reviews existing budget and current resource allocation to ensures adequate support of student learning</i>	Evidence of Practice <i>Maintains accurate budget and expenditure data and bases decisions on ensuring the support of student learning</i>	Evidence of Practice <i>Establishes structures and methods for careful analysis of how resources are allocated and their impact on student learning</i>	Evidence of Practice <i>Monitors and evaluates effectiveness regularly, using a collaborative process to continually ensure resources are allocated effectively</i>
Evidence of Impact <i>An environment that supports student learning is maintained through the appropriate use of resources</i>	Evidence of Impact <i>Policies and procedures on the use of resources support student learning</i>	Evidence of Impact <i>Resources that do not support student learning are eliminated or revised</i>	Evidence of Impact <i>Improvement on the use of resources is continuously monitored to ensure the support of student learning</i>
Score = 0	1	2	3
4	5	6	7

Possible Sources of Evidence

Standard 3: Management of Organizational Systems

Education leaders have the knowledge and ability to ensure the success of all students by managing the organization, operations, and resources in a way that promotes a safe, efficient, and effective learning environment.



Leader Growth Guide 4.1

Standard 4: Collaboration with Families and Stakeholders

Education leaders have the knowledge and ability to ensure the success of all students by collaborating with families and other community members, responding to diverse community interests and needs, and mobilizing community resources.

Quality Indicator 1: Collaborate with Families and Other Community Members

Emerging	Developing	Proficient	Distinguished
4E1) The emerging leader...	4D1) The developing leader also...	4P1) The proficient leader also...	4S1) The distinguished leader also...
Professional Frames			
<i>Evidence of Commitment</i> N/A	<i>Evidence of Commitment</i> N/A	<i>Evidence of Commitment</i> N/A	<i>Evidence of Commitment</i> N/A
<i>Evidence of Practice</i> <i>Actively engages in strategies to build positive relationships with families, community members and key stakeholders</i>	<i>Evidence of Practice</i> <i>Establishes calendar to regularly gather key stakeholders in order to build support for the priorities and goals of the building</i>	<i>Evidence of Practice</i> <i>Uses a process to determine if strategies used are effective and collaboratively develops alternative strategies where necessary</i>	<i>Evidence of Practice</i> <i>Improves collaboration strategies to expand positive relationships and enhance support for the learning of students in the building</i>
<i>Evidence of Impact</i> <i>Family, community members and key stakeholders experience a positive relationship with the education leader</i>	<i>Evidence of Impact</i> <i>Family and community come together to support education in the school</i>	<i>Evidence of Impact</i> <i>Family and community assist in analyzing the overall support of education in the building</i>	<i>Evidence of Impact</i> <i>Support for the school improves throughout the community</i>
Score = 0 1 2	3	4	5
6			7

Leader Growth Guide 4.2

Standard 4: Collaboration with Families and Stakeholders

Quality Indicator 2: Respond to Community Interests and Needs

Emerging	Developing	Proficient	Distinguished
4E2) The emerging leader... Seeks to expand understanding of the diverse needs in the building by being visible and actively involved.	4D2) The developing leader also... Responds to educational interests and needs based on information obtained through active involvement throughout the community.	4P2) The proficient leader also... Monitors and analyzes student performance improvement stemming from the collaboration between the school and community.	4S2) The distinguished leader also... Continuously improves the response to community interests and needs in order to enhance collaboration and increase educational support.
Professional Frames			
<i>Evidence of Commitment</i> N/A	<i>Evidence of Commitment</i> N/A	<i>Evidence of Commitment</i> N/A	<i>Evidence of Commitment</i> N/A
<i>Evidence of Practice</i> <i>Establishes a process for being highly visible and actively involved as a strategy for learning important community interests and needs</i>	<i>Evidence of Practice</i> <i>Maintains high visibility and active involvement, building relationships with key stakeholders in the community</i>	<i>Evidence of Practice</i> <i>Monitors the effectiveness of school and community collaboration</i>	<i>Evidence of Practice</i> <i>Establishes a process to determine which areas of visibility and involvement have the highest impact and uses those to meet community interests and needs</i>
<i>Evidence of Impact</i> <i>Diverse school and community interests and needs are accommodated in support of the vision, mission and goals</i>	<i>Evidence of Impact</i> <i>Relationship with community is positive and supports the accommodation of diverse needs</i>	<i>Evidence of Impact</i> <i>Relationship with community is monitored and analyzed to ensure the accommodation of diverse needs</i>	<i>Evidence of Impact</i> <i>High impact areas are used to expand the support of education in the school</i>
Score = 0 1 2	3	4	5
		6	7

Leader Growth Guide 4.3

Standard 4: Collaboration with Families and Stakeholders

Quality Indicator 3: Mobilize Community Resources

Emerging	Developing	Proficient	Distinguished
4E3) The emerging leader... Identifies existing community resources to support student achievement.	4D3) The developing leader also... Uses existing community resources that impact student achievement.	4P3) The proficient leader also... Monitors and analyzes how well community resources are being used to impact student achievement.	4S3) The distinguished leader also... Ensures that the use of community resources is expanded to address learning challenges and needs resulting in increased student achievement.
Professional Frames			
Evidence of Commitment <i>Identifies and plans for the use of existing community resources</i>	Evidence of Commitment <i>Maintains plans and documentation on the use of existing community resources</i>	Evidence of Commitment <i>A process exists to monitor and analyze the use of community resources</i>	Evidence of Commitment <i>A process exists to regularly assess the effectiveness of how resources are used.</i>
Evidence of Practice <i>Is aware of potential community resources and how they might best be used to address student challenges and needs.</i>	Evidence of Practice <i>Understand what resources are available in the community and develops and uses strategies for mobilizing and directing resources to most needed areas</i>	Evidence of Practice <i>Continuously monitors the use of resources to address specific school problems and conducts ongoing analysis of the impact of the resources on addressing problems</i>	Evidence of Practice <i>Uses strategies to determine which resources impact student achievement the most and conducts long-range planning to maintain and expand resources.</i>
Evidence of Impact <i>Existing community resources are identified</i>	Evidence of Impact <i>Student achievement is positively impacted by the use of resources</i>	Evidence of Impact <i>The monitoring and analysis of the use of resources leads to more effective allocation.</i>	Evidence of Impact <i>Student achievement improves based on the effective use of community resources.</i>
Score = 0	1	2	3
4	5	6	7

Possible Sources of Evidence

Standard 4: Collaboration with Families and Stakeholders

Education leaders have the knowledge and ability to ensure the success of all students by collaborating with families and other community members, responding to diverse community interests and needs, and mobilizing community resources.

Professional Commitment			
<ul style="list-style-type: none"> • List of proposed school and community collaboration • Inventory of resources available as potential solutions to school problems • Examples of community resources addressing school issues 	<ul style="list-style-type: none"> • Structures and processes in place to evaluate community impact • Strategies to strengthen and sustain positive relationships with key stakeholders and caregivers • Family, community, and school partnership plan 	<ul style="list-style-type: none"> • Collaboration strategies • Outline of process used to engage community input and buy-in • Example presentations to stakeholders • Outreach/communications plan 	<ul style="list-style-type: none"> • Documentation of on-going relationships with local businesses and community organizations • Professional reading/research documentation • Surveys
Professional Practice			
<ul style="list-style-type: none"> • Ensures that families are welcome members of the classroom and school community and can contribute to the school's effectiveness. • Collaborates with families to support student learning at home and school • Engages in regular two-way culturally proficient communication with families about student learning 	<ul style="list-style-type: none"> • Addresses family concerns in an equitable, effective and efficient manner • Consistently builds and maintains relationships with local businesses and community organizations • Maintains visibility and involvement in school and community events 	<ul style="list-style-type: none"> • Reaches out to staff, students, parents, and external partners for feedback and help • Actively involves families and community stakeholders in school celebrations • Utilizes school's resources appropriately to support identified areas of need 	<ul style="list-style-type: none"> • Facilitate mutually beneficial partnerships between classes, grades, or whole school and local businesses and community organizations • Monitors outreach strategies to determine effectiveness and impact
Professional Impact			
<ul style="list-style-type: none"> • Student, parent/family, staff, and community survey data • Family, business and organization partnership data • School policies related to cultural proficiency • Data on services provided by local businesses and community agencies 	<ul style="list-style-type: none"> • Data on improvements in student learning as impacted by community resources • Examples of building positive relationships with key stakeholders • Documentation of community interests and needs addressed through involvement and visibility • Multi-lingual newsletters/memos 	<ul style="list-style-type: none"> • Data on family and community participation in school events • Examples of family/community involvement in school celebrations • Student, staff, family and stakeholder structured interviews • Focus group meetings • List of ways in which staff and students have been involved in community events. 	<ul style="list-style-type: none"> • Non-instructional records of individual student progress (participation, engagement, motivation, behavior, etc.) • New practices that have been implemented as a result of school/community partnerships • Number and use of school volunteers

Leader Growth Guide 5.1

Standard 5: Ethics and Integrity

Education leaders have the knowledge and ability to ensure the success of all students by acting with integrity and in an ethical manner.

Quality Indicator 1: Personal and Professional Responsibility

Emerging	Developing	Proficient	Distinguished
5E1) The emerging leader... Demonstrates professional and ethical behavior toward others.	5D1) The developing leader also... Regularly gathers data/input on their own professional and ethical behavior toward others and all professional responsibilities.	5P1) The proficient leader also... Uses feedback data to improve own overall professional and ethical behavior toward others and all professional responsibilities.	5S1) The distinguished leader also... Is an advocate for and model of professional and ethical behavior that builds capacity for professionalism throughout the building and the district.
Professional Frames			
<i>Evidence of Commitment</i> <i>Understands ethical principles as they apply to school records, policies, procedures, etc.</i>	<i>Evidence of Commitment</i> <i>Maintains data on professional and ethical behavior</i>	<i>Evidence of Commitment</i> <i>Documents own progress regarding ethical and honest practice</i>	<i>Evidence of Commitment</i> <i>Maintains a school code of conduct that encourages honest and ethical practice</i>
<i>Evidence of Practice</i> <i>Uses language that demonstrates respect when addressing staff, students and families, ensuring that sensitive information is kept confidential</i>	<i>Evidence of Practice</i> <i>Uses surveys and other formal and informal means to collect data on professional and ethical behavior</i>	<i>Evidence of Practice</i> <i>Evaluates and reflects on their own effectiveness in regards to ethical behavior and demonstrating integrity to ensure a professional culture conducive to learning</i>	<i>Evidence of Practice</i> <i>Is a model of ethical behavior that promotes a culture of professionalism among all staff ensuring that the learning environment is focused on the well-being and growth of students</i>
<i>Evidence of Impact</i> <i>Teachers, parents and staff experience honest interactions based upon ethical and legal principles</i>	<i>Evidence of Impact</i> <i>Teachers, parents and staff regularly provide input regarding the leader's professional and ethical behavior</i>	<i>Evidence of Impact</i> <i>Feedback offered by teachers, parents and staff impacts leader's professional and ethical behavior</i>	<i>Evidence of Impact</i> <i>Teachers and staff engage in honest interactions based upon ethical and legal principles</i>
Score = 0	1	2	3
4	5	6	7

Possible Sources of Evidence

Standard 5: Ethics and Integrity

Education leaders have the knowledge and ability to ensure the success of all students by acting with integrity, responsibility and in an ethical manner.

Professional Commitment				
<ul style="list-style-type: none"> Sample policies and procedures that demonstrate fairness and respect Documented process for evaluating school culture Examples of clear, honest and respectful communications 	<ul style="list-style-type: none"> Confidentiality procedures Strategies to ensure that student needs inform all aspects of schooling Collaborative structures to revise handbooks and codes of conduct 	<ul style="list-style-type: none"> Surveys Structured interview questions Collaborative process to address school issues and problems Feedback forms Example communications to families 	<ul style="list-style-type: none"> Educator evaluation forms/process Examples of education advocacy Structures and procedures for evaluating moral and legal consequences of decisions 	<ul style="list-style-type: none"> Handbook and Codes of Conduct
Professional Practice				
<ul style="list-style-type: none"> Reflects on his/her own effectiveness in regards to ethical behavior Maintains a school code of conduct promoting fairness and respect for all Models ethical behavior that promotes a culture of professionalism Serve as a respectful spokesperson for students and families within the school. 	<ul style="list-style-type: none"> Maintains confidentiality Uses clear, honest, respectful language in verbal and written communication with staff, students, families and stakeholders Promotes a learning environment that is focused on the well-being and growth of students Develops, implements, and evaluates school policies and procedures that support democratic values, equity, and diversity issues. 	<ul style="list-style-type: none"> Protects the constitutional or civil rights of students, parents or guardians , and staff Safeguards public funds and property Makes unbiased decisions based on data and focused on what is best for students Ensures that collaborative processes are honest, objective, and fair Identifies emerging trends and issues likely to affect the school. 	<ul style="list-style-type: none"> Demonstrates the resilience to uphold core values and persist in the face of adversity. Creates an infrastructure that helps to monitor and ensure equitable practices Analyzes leadership decisions in terms of established ethical practices. Advocates for school policies and programs that promote equitable learning opportunities for all students. 	
Professional Impact				
<ul style="list-style-type: none"> Examples of ethical and honest behaviors in staff Evaluation data on the moral/ethical/legal consequences of decisions Revised Handbook and Codes of Conduct Modeling examples of ethical behavior, reflective practice, transparency and honesty 	<ul style="list-style-type: none"> Parent/community outreach communication examples Survey data Examples of advocacy behaviors on behalf of children, families, and caregivers. Focus group feedback results Feedback form results 	<ul style="list-style-type: none"> Documented use of language demonstrating respect when addressing staff, students, and families Reflection journals data Discipline referral reports School climate survey results School policy evaluation results 	<ul style="list-style-type: none"> Documented antidotal information School culture 	

Leader Growth Guide 6.1

Standard 6: Professional Development

Education leaders remain current on best practices in education administration and school-related areas as evidenced by establishing a plan for his/her professional development each year.

Quality Indicator 1: Increase Knowledge and Skills based on Best Practices

Emerging	Developing	Proficient	Distinguished
6E1) The emerging leader... Gathers knowledge, skills, and best practices to grow professionally, address staff development and increase student learning.	6D1) The developing leader also... Applies knowledge, skills, and best practices that result in increased personal growth, develops staff and increases student learning.	6P1) The proficient leader also... Evaluates the impact of new knowledge, skills, and best practices on personal growth, development of staff, and increased student learning.	6S1) The distinguished leader also... Is a model and advocate for the sharing new knowledge, skills, and best practices to impact personal growth, the development of staff, and increasing student learning.
Professional Frames			
<i>Evidence of Commitment</i> <i>Creates a professional growth plan to document appropriate knowledge, skills, and best practices</i>	<i>Evidence of Commitment</i> <i>Professional growth plan reflects enhanced personal knowledge, skills and best practices</i>	<i>Evidence of Commitment</i> <i>Professional growth plan documents the evaluation of new knowledge and skills</i>	<i>Evidence of Commitment</i> <i>Plans for collegial sharing on knowledge and skills in a collaborative culture</i>
<i>Evidence of Practice</i> <i>Reviews and researches appropriate knowledge, skills, and best practices to address needs in the school</i>	<i>Evidence of Practice</i> <i>Uses research and new learning to increase professional growth, develop personnel and increase student learning</i>	<i>Evidence of Practice</i> <i>Establishes strategies to evaluate the impact of new knowledge, skills, and best practices on growing staff and expanding student learning</i>	<i>Evidence of Practice</i> <i>Creates a collaborative culture where new knowledge, skills and best practices are routinely shared</i>
<i>Evidence of Impact</i> <i>Staff development and student learning needs are identified</i>	<i>Evidence of Impact</i> <i>Student learning is impacted by new knowledge and skills of the leader</i>	<i>Evidence of Impact</i> <i>Student learning improves as a result of the leader's new knowledge and skills</i>	<i>Evidence of Impact</i> <i>Student learning improves as a result of the collective learning of the leader and staff</i>
Score = 0 1 2	3	4	5
6			7

Possible Sources of Evidence

Standard 6: Professional Development

Education leaders remain current on best practices in education administration and school-related areas as evidenced by establishing a plan for his/her professional development each year.

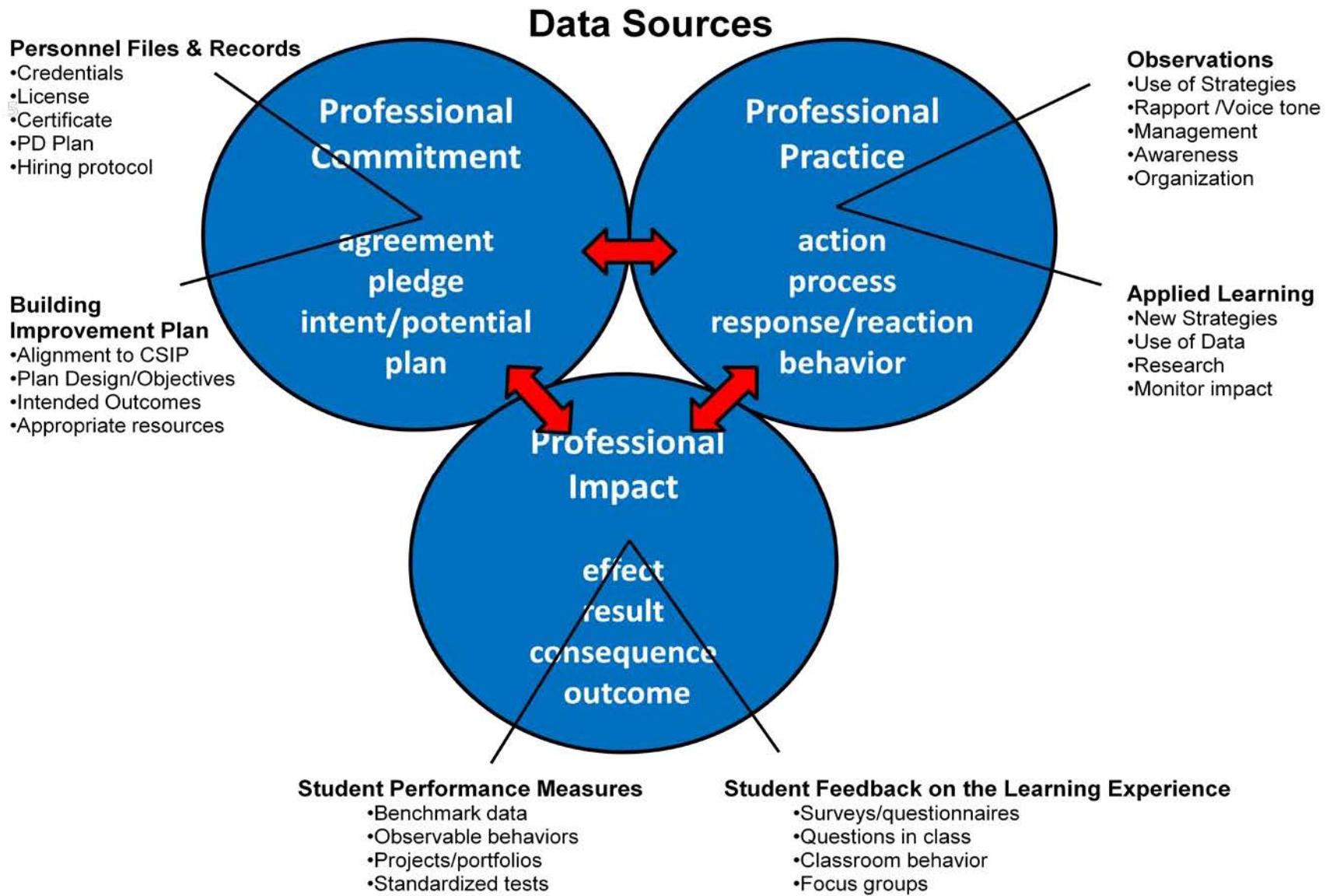
Professional Commitment			
<ul style="list-style-type: none"> • Examples and research relevant to student learning • Professional development budget and plan • Calendar of planned professional learning 	<ul style="list-style-type: none"> • Summaries of professional development attended • Strategies for sharing new knowledge and skills • Student learning needs • Staff learning needs 	<ul style="list-style-type: none"> • Strategies to use new knowledge and skills to increase teacher capacity • Structures to promote collegiality, collaboration and cultural awareness • School improvement goals/School Improvement Plan 	<ul style="list-style-type: none"> • Professional development presentations and materials • Professional Growth Plans • Outreach/communication examples
Professional Practice			
<ul style="list-style-type: none"> • Recognizes and communicates internally and externally that for students to learn at higher levels, adults in the building must learn at higher levels • Modeling the application of new learning. • Evaluates the effectiveness of new knowledge/skills to address staff and student needs • Shares new learning and skills in a collaborative culture 	<ul style="list-style-type: none"> • Ensures that the conditions necessary for professional learning are in place • Develop capacity for learning and leading • Align professional learning to classroom, school, and school system goals • Models and shares technology and media communication tools to enhance student learning • Advocates for professional learning for all 	<ul style="list-style-type: none"> • Facilitates and/or coach those who facilitate professional learning • Cultivate a culture based on norms of high expectations, shared responsibility, mutual respect, and relational trust. • Uses data to monitor and measures the effect of professional learning on educator and student performance. • Encourages teachers to take risks • Cultivates shared leadership for learning 	<ul style="list-style-type: none"> • Work collaboratively with staff to ensure that all educators engage in effective job-embedded or external professional learning to meet individual, team, school and system goals. • Holds themselves and others accountable for the quality and results of professional learning • Serves as a resource for building student literacy skills
Professional Impact			
<ul style="list-style-type: none"> • Educator evaluation results • Professional Growth Plan results • Examples of applied knowledge, skills and best practice • Student achievement/performance results • Walk-through data • Professional Development Plan evaluation 	<ul style="list-style-type: none"> • Trend data • Impact data that demonstrates changes in practice • Observation data • Non-instructional records of individual student progress • Survey results 	<ul style="list-style-type: none"> • Student improvement data tied to change in teacher practice • Documentation of change in teacher practice • Data tracking appropriate use of technology and media communication tools • Data showing increased parent and community support for PD 	<ul style="list-style-type: none"> • Peer assistance/coaching data • Student progress reports • Staff survey • Teacher/student feedback data • New policies and procedures (showing greater support for professional learning)



Possible Sources of Evidence

MISSOURI'S EDUCATOR EVALUATION SYSTEM

Professional Frames of the Leader



Possible Sources of Evidence

Standard 1: Vision, Mission and Goals.

Education leaders have the knowledge and ability to ensure the success of all students by facilitating the development, articulation, implementation, and stewardship of a school or district vision of learning supported by the school community.

Professional Commitment		
<ul style="list-style-type: none">• School Improvement Plan• Documentation of collaborative structures and processes in place for stakeholder engagement• Historical data• Posted vision, mission, and goals• Stakeholder meeting agendas and notes• Stakeholder surveys	<ul style="list-style-type: none">• Communication plan• Sample updates to stakeholders on progress made toward building goals• Outreach plan• Documentation on revisions made to mission, vision and goals• Impact data on revisions	<ul style="list-style-type: none">• List of participating stakeholders• Sample newsletters, memos, articles, etc.• School website• Data used to make revisions, determine goals and priority areas• Improvement efforts toward vision, mission, and goals
Professional Practice		
<ul style="list-style-type: none">• Engages all stakeholders in the creation of a shared educational vision• Leads and implements a process for developing a shared vision and strategic goals in student achievement• Forges stakeholder consensus for school improvement• Create with stakeholders a vision for the school• Designs and implements a collaborative process to collect and analyze data about the school's progress• Creates and implements a protocol for the systematic review and revision of the vision and mission	<ul style="list-style-type: none">• Implements a school-wide instructional vision with input from a broad representation of stakeholders• Develops, promotes, and secures staff commitment to core values that guide the development of a results-oriented mission statement and ongoing decision making.• Maintains a focus on the vision and strategic goals throughout the year• Initiates changes to vision and goals based on data and goals based on data to improve performance, school culture and school success	<ul style="list-style-type: none">• Uses a variety of means to communicate goals to stakeholders• Ensures that the mission and vision is visible and known by students and staff• Uses feedback from stakeholders to improve school performance• Ensures that the school's identity (vision, mission, values and goals) drives decisions and informs the culture
Professional Impact		
<ul style="list-style-type: none">• Survey results• Revision of Vision and goal statements• Stakeholder list• Documentation of progress• Focus group interviews• Classroom observations• Building Professional Development Plan	<ul style="list-style-type: none">• School improvement plan• Non-academic records of individual progress (class participation, engagement, motivation, behavior, etc.)• Academic records of individual student progress• Student completion data on homework/projects• Performance assessment results	<ul style="list-style-type: none">• Structured interviews with students, staff, parents, guardians, and community stakeholders• Example of data-driven decisions to document progress and/or to determine school goals and priority areas• Student and/or parent survey results• Parent/community attendance at school functions

Possible Sources of Evidence

Standard 2: Teaching and Learning

Education leaders have the knowledge and ability to ensure the success of all students by promoting a positive school culture, providing an effective instructional program, applying best practice to student learning, and designing comprehensive professional growth plans for staff.

Professional Commitment				
<ul style="list-style-type: none"> • Examples of Student, staff, and parent culture/climate surveys • Focus group interview questions • Descriptive feedback on culture • Procedures for reporting, investigating, and resolving incidents of school bullying, harassment, etc. • Student, parent and staff handbooks 	<ul style="list-style-type: none"> • Classroom observations • Structures and protocols to celebrate student/staff success (academic, behavioral, cultural, extra-curricular, etc.) • Newsletters • Internal/external communication structures (website, memos, social-media, etc.) • List of strategies and procedures related to professional growth plans 	<ul style="list-style-type: none"> • Structures in place to promote collegiality, collaboration, and cultural awareness • Culture and profile data • Research on effective practices (journals, articles, etc.) • Inventory of curricular materials • Assessment of diverse needs of students • Posted student work, behavioral norms/class procedures 	<ul style="list-style-type: none"> • Records/files of meetings and activities of the Professional Development Committee • Time management strategies and plan • Structures and processes to collaborate with the Professional Development committee to align learning opportunities to School Improvement Efforts • Academic guidelines • Technology plan 	
Professional Practice				
<ul style="list-style-type: none"> • Ensures that policies and practices respect a culturally diverse environment. • Ensures that all teachers design effective and rigorous standards-based units of instruction. • Ensures that professional growth plans focus on learning for staff that is focused on improving student performance • Leads celebrations for student, classroom, and school-wide successes 	<ul style="list-style-type: none"> • Develops and nurtures a culture in which staff reflect on their practice, use student data, current research, best practices and theory to continuously adapt instruction • Fosters instructional practices that reflect high expectations, engages all students, and are personalized to accommodate diverse learners • Uses staff meetings as collaborative opportunities for teachers to share strategies and best-practices 	<ul style="list-style-type: none"> • Ensures that all teachers use a variety of formal and informal methods of assessments to measure student learning, growth and understanding • Works in collaboration with the Professional Development Committee to evaluate professional learning and its impact on student performance • Reads and shares research 	<ul style="list-style-type: none"> • Fosters on-going coaching and training that builds classroom proficiency • Provides time and opportunities for individual/team/and whole staff professional learning • Promotes the use of effective and appropriate technology to support student learning • Uses peer observations to monitor collective implementation of instructional strategies 	
Professional Impact				
<ul style="list-style-type: none"> • Examples of professional learning impacting student learning • Documented changes and improvement of instructional practice 	<ul style="list-style-type: none"> • Classroom observation data/feedback • Data confirming technology use • Professional growth plans data 	<ul style="list-style-type: none"> • Survey data; focus group data • PDC Plan evaluation • Student Performance Impact data 	<ul style="list-style-type: none"> • Non-academic records of individual progress (class participation, engagement, motivation, behavior, etc.) 	

Possible Sources of Evidence

Standard 3: Management of Organizational Systems

Education leaders have the knowledge and ability to ensure the success of all students by managing the organization, operations, and resources in a way that promotes a safe, efficient, and effective learning environment.

Professional Commitment				Teacher Induction and Development
<ul style="list-style-type: none"> • Educator profiles • Educator evaluation process documents • Inventory of available resources • Strategies to determine management effectiveness • Staff, student, parent surveys • Conflict resolution protocols <ul style="list-style-type: none"> • Calendar of planned performance reviews for staff • Master school schedule documenting individual and collaborative planning times • Building staffing plans/ process and protocols • RTI plans and models <ul style="list-style-type: none"> • Description of the structures in place to promote collegiality, collaboration, and cultural awareness. • Procedures for reporting, investigating, and resolving incidents of bullying, harassment, etc. 				<ul style="list-style-type: none"> • Structures and procedures for formal/informal communications • Structures and procedures for collaborative planning and review (School Safety Plans, Crisis Plans, etc.) • Examples of consensus building activities
Professional Practice				Professional Practice
<ul style="list-style-type: none"> • Provides effective and timely staff supervision and evaluation • Makes frequent visits to classrooms and gives targeted constructive feedback • Uses multiple sources of student performance data to assess educator effectiveness • Develops /manages a budget that supports the district's vision, mission, and goals. • Practices distributive leadership <ul style="list-style-type: none"> • Develops and executes effective plans, procedures, routines and operational systems to address a full range of safety, health, and emotional/social needs of students. • Recruits and develops a leadership team with a balance of skills • Orchestrates orderly student entry, dismissal, meals, class transitions, and recesses. <ul style="list-style-type: none"> • Manages bureaucratic, contractual, and legal issues efficiently and effectively. • Promotes transparent communication between all stakeholders • Utilizes a time management system to deal with email, paperwork, and administrative chores • Implements policies and procedures for the equitable allocation of resources. 				<ul style="list-style-type: none"> • Creates a schedule that provides meeting times for grade level/content area teams • Ensures that teachers have the resources and support necessary to grow professionally • Routinely schedules time and opportunities for individual/team/ and whole staff collaboration and learning
Professional Impact				Professional Impact
<ul style="list-style-type: none"> • List of resource allocation • Documentation of school advisory, guidance, and health programs • Parent, student, staff handbooks <ul style="list-style-type: none"> • Building budget/resource allocation • Survey results • Documentation of teacher-led meetings/committees • Feedback and follow-up with staff <ul style="list-style-type: none"> • School crisis plan • Fire and disaster drill records • Data showing that tenure and retention decisions are based on clear assessments of effectiveness 				<ul style="list-style-type: none"> • Documentation of collaborative planning time leading to improved professional practice and student learning • Educator performance results

Possible Sources of Evidence

Standard 4: Collaboration with Families and Stakeholders

Education leaders have the knowledge and ability to ensure the success of all students by collaborating with families and other community members, responding to diverse community interests and needs, and mobilizing community resources.

Professional Commitment			
<ul style="list-style-type: none"> • List of proposed school and community collaboration • Inventory of resources available as potential solutions to school problems • Examples of community resources addressing school issues 	<ul style="list-style-type: none"> • Structures and processes in place to evaluate community impact • Strategies to strengthen and sustain positive relationships with key stakeholders and caregivers • Family, community, and school partnership plan 	<ul style="list-style-type: none"> • Collaboration strategies • Outline of process used to engage community input and buy-in • Example presentations to stakeholders • Outreach/communications plan 	<ul style="list-style-type: none"> • Documentation of on-going relationships with local businesses and community organizations • Professional reading/research documentation • Surveys
Professional Practice			
<ul style="list-style-type: none"> • Ensures that families are welcome members of the classroom and school community and can contribute to the school's effectiveness. • Collaborates with families to support student learning at home and school • Engages in regular two-way culturally proficient communication with families about student learning 	<ul style="list-style-type: none"> • Addresses family concerns in an equitable, effective and efficient manner • Consistently builds and maintains relationships with local businesses and community organizations • Maintains visibility and involvement in school and community events 	<ul style="list-style-type: none"> • Reaches out to staff, students, parents, and external partners for feedback and help • Actively involves families and community stakeholders in school celebrations • Utilizes school's resources appropriately to support identified areas of need 	<ul style="list-style-type: none"> • Facilitate mutually beneficial partnerships between classes, grades, or whole school and local businesses and community organizations • Monitors outreach strategies to determine effectiveness and impact
Professional Impact			
<ul style="list-style-type: none"> • Student, parent/family, staff, and community survey data • Family, business and organization partnership data • School policies related to cultural proficiency • Data on services provided by local businesses and community agencies 	<ul style="list-style-type: none"> • Data on improvements in student learning as impacted by community resources • Examples of building positive relationships with key stakeholders • Documentation of community interests and needs addressed through involvement and visibility • Multi-lingual newsletters/memos 	<ul style="list-style-type: none"> • Data on family and community participation in school events • Examples of family/community involvement in school celebrations • Student, staff, family and stakeholder structured interviews • Focus group meetings • List of ways in which staff and students have been involved in community events. 	<ul style="list-style-type: none"> • Non-instructional records of individual student progress (participation, engagement, motivation, behavior, etc.) • New practices that have been implemented as a result of school/community partnerships • Number and use of school volunteers

Possible Sources of Evidence

Standard 5: Ethics and Integrity

Education leaders have the knowledge and ability to ensure the success of all students by acting with integrity, responsibility and in an ethical manner.

Professional Commitment			
<ul style="list-style-type: none"> • Sample policies and procedures that demonstrate fairness and respect • Documented process for evaluating school culture • Examples of clear, honest and respectful communications 	<ul style="list-style-type: none"> • Confidentiality procedures • Strategies to ensure that student needs inform all aspects of schooling • Collaborative structures to revise handbooks and codes of conduct 	<ul style="list-style-type: none"> • Surveys • Structured interview questions • Collaborative process to address school issues and problems • Feedback forms • Example communications to families 	<ul style="list-style-type: none"> • Educator evaluation forms/process • Examples of education advocacy • Structures and procedures for evaluating moral and legal consequences of decisions • Handbook and Codes of Conduct
Professional Practice			
<ul style="list-style-type: none"> • Reflects on his/her own effectiveness in regards to ethical behavior • Maintains a school code of conduct promoting fairness and respect for all • Models ethical behavior that promotes a culture of professionalism • Serve as a respectful spokesperson for students and families within the school. 	<ul style="list-style-type: none"> • Maintains confidentiality • Uses clear, honest, respectful language in verbal and written communication with staff, students, families and stakeholders • Promotes a learning environment that is focused on the well-being and growth of students • Develops, implements, and evaluates school policies and procedures that support democratic values, equity, and diversity issues. 	<ul style="list-style-type: none"> • Protects the constitutional or civil rights of students, parents or guardians , and staff • Safeguards public funds and property • Makes unbiased decisions based on data and focused on what is best for students • Ensures that collaborative processes are honest, objective, and fair • Identifies emerging trends and issues likely to affect the school. 	<ul style="list-style-type: none"> • Demonstrates the resilience to uphold core values and persist in the face of adversity. • Creates an infrastructure that helps to monitor and ensure equitable practices • Analyzes leadership decisions in terms of established ethical practices. • Advocates for school policies and programs that promote equitable learning opportunities for all students.
Professional Impact			
<ul style="list-style-type: none"> • Examples of ethical and honest behaviors in staff • Evaluation data on the moral/ethical/legal consequences of decisions • Revised Handbook and Codes of Conduct • Modeling examples of ethical behavior, reflective practice, transparency and honesty 	<ul style="list-style-type: none"> • Parent/community outreach communication examples • Survey data • Examples of advocacy behaviors on behalf of children, families, and caregivers. • Focus group feedback results • Feedback form results 	<ul style="list-style-type: none"> • Documented use of language demonstrating respect when addressing staff, students, and families • Reflection journals data • Discipline referral reports • School climate survey results • School policy evaluation results 	<ul style="list-style-type: none"> • Documented antidotal information • School culture

Possible Sources of Evidence

Standard 6: Professional Development

Education leaders remain current on best practices in education administration and school-related areas as evidenced by establishing a plan for his/her professional development each year.

Professional Commitment			
<ul style="list-style-type: none"> • Examples and research relevant to student learning • Professional development budget and plan • Calendar of planned professional learning 	<ul style="list-style-type: none"> • Summaries of professional development attended • Strategies for sharing new knowledge and skills • Student learning needs • Staff learning needs 	<ul style="list-style-type: none"> • Strategies to use new knowledge and skills to increase teacher capacity • Structures to promote collegiality, collaboration and cultural awareness • School improvement goals/School Improvement Plan 	<ul style="list-style-type: none"> • Professional development presentations and materials • Professional Growth Plans • Outreach/communication examples
Professional Practice			
<ul style="list-style-type: none"> • Recognizes and communicates internally and externally that for students to learn at higher levels, adults in the building must learn at higher levels • Modeling the application of new learning. • Evaluates the effectiveness of new knowledge/skills to address staff and student needs • Shares new learning and skills in a collaborative culture 	<ul style="list-style-type: none"> • Ensures that the conditions necessary for professional learning are in place • Develop capacity for learning and leading • Align professional learning to classroom, school, and school system goals • Models and shares technology and media communication tools to enhance student learning • Advocates for professional learning for all 	<ul style="list-style-type: none"> • Facilitates and/or coach those who facilitate professional learning • Cultivate a culture based on norms of high expectations, shared responsibility, mutual respect, and relational trust. • Uses data to monitor and measures the effect of professional learning on educator and student performance. • Encourages teachers to take risks • Cultivates shared leadership for learning 	<ul style="list-style-type: none"> • Work collaboratively with staff to ensure that all educators engage in effective job-embedded or external professional learning to meet individual, team, school and system goals. • Holds themselves and others accountable for the quality and results of professional learning • Serves as a resource for building student literacy skills
Professional Impact			
<ul style="list-style-type: none"> • Educator evaluation results • Professional Growth Plan results • Examples of applied knowledge, skills and best practice • Student achievement/performance results • Walk-through data • Professional Development Plan evaluation 	<ul style="list-style-type: none"> • Trend data • Impact data that demonstrates changes in practice • Observation data • Non-instructional records of individual student progress • Survey results 	<ul style="list-style-type: none"> • Student improvement data tied to change in teacher practice • Documentation of change in teacher practice • Data tracking appropriate use of technology and media communication tools • Data showing increased parent and community support for PD 	<ul style="list-style-type: none"> • Peer assistance/coaching data • Student progress reports • Staff survey • Teacher/student feedback data • New policies and procedures (showing greater support for professional learning)



Surveys

MISSOURI'S EDUCATOR EVALUATION SYSTEM

Sample Faculty/Staff Survey Questions (*for administrators*)

1. The climate of the school/district promotes and environment of mutual respect among faculty, staff and students.
 Rarely
 Sometimes
 Usually
 Always

2. Administrators foster shared beliefs and a sense of community and collaboration.
 Rarely
 Sometimes
 Usually
 Always

3. Faculty and staff engage in discussions about current research and proven practices on teaching and learning.
 Rarely
 Sometimes
 Usually
 Always

4. Administrators monitor the effectiveness of school practices and their impact on student learning.
 Rarely
 Sometimes
 Usually
 Always

5. Administrators promote continuous improvement among faculty and students.
 Rarely
 Sometimes
 Usually
 Always

6. The mission of the school/district is clearly defined.
 Rarely
 Sometimes
 Usually
 Always

7. Administrators actively assist me in improving my professional practice.

Rarely
 Sometimes
 Usually
 Always

8. My school/district adequately prepares all students to be college and career ready.

Rarely
 Sometimes
 Usually
 Always

9. Administrators accurately and fairly assess my performance and provide meaningful feedback.

Rarely
 Sometimes
 Usually
 Always

10. Our school teaches and reinforces student self-discipline and responsibility.

Rarely
 Sometimes
 Usually
 Always

Sample Survey Question Alignment

Survey Question	Leader Standards
1. The climate of the school/district promotes and environment of mutual respect among faculty, staff and students	(2.1) (3.1) (3.2) (4.1) (5.1)
2. Administrators foster shared beliefs and a sense of community and collaboration.	(2.1) (3.2) (4.1) (4.2)
3. Faculty and staff engage in discussions about current research and proven practices on teaching and learning.	(2.2) (3.2)
4. Administrators monitor the effectiveness of school practices and their impact on student learning.	(2.2) (3.1) (3.3) (4.3)
5. Administrators promote continuous improvement among faculty and students.	(2.3) (3.2)
6. The mission of the school/district is clearly defined.	(1.1)
7. Administrators actively assist me in improving my professional practice.	(2.3) (3.2)
8. My school/district adequately prepares all students to be college and career ready.	(2.1) (2.2) (3.1)
9. Administrators accurately and fairly assess my performance and provide meaningful feedback.	(2.3) (3.2)
10. Our school teaches and reinforces student self-discipline and responsibility.	(2.1) (3.1)

Key: Standard 1, Quality Indicator 1 = (1.1)

Sample Parent Survey Questions (*for school/district*)

1. My child's school has fair routines, procedures and rules.
 Rarely
 Sometimes
 Usually
 Always

2. My child's school is safe, clean and a good environment for learning.
 Rarely
 Sometimes
 Usually
 Always

3. My child is given a fair chance to succeed at school.
 Rarely
 Sometimes
 Usually
 Always

4. My child's school promotes an environment of mutual respect.
 Rarely
 Sometimes
 Usually
 Always

5. The school recognizes the accomplishments of my child.
 Rarely
 Sometimes
 Usually
 Always

6. My child's opinions are valued by teachers and administrators.
 Rarely
 Sometimes
 Usually
 Always

7. Discipline in my child's school is handled fairly.

- Rarely
- Sometimes
- Usually
- Always

8. I know how well my child is doing in school.

- Rarely
- Sometimes
- Usually
- Always

9. Effective assistance is provided for children having difficulty in school.

- Rarely
- Sometimes
- Usually
- Always

10. My child learns what they need to know at this school.

- Rarely
- Sometimes
- Usually
- Always

Sample Survey Question Alignment

Survey Question	Leader Standards
1. My child's school has fair routines, procedures and rules.	(2.1) (3.1) (3.2) (4.1) (5.1)
2. My child's school is safe, clean and a good environment for learning.	(2.1) (3.2) (4.1)
3. My child is given a fair chance to succeed at school.	(2.1) (2.2) (3.1) (3.2)
4. My child's school promotes an environment of mutual respect.	(2.1) (2.2) (3.1) (3.2) (4.1) (5.1)
5. The school recognizes the accomplishments of my child.	(2.1) (2.2) (3.1)
6. My child's opinions are valued by teachers and administrators.	(2.1) (3.2) (5.1)
7. Discipline in my child's school is handled fairly.	(2.1) (3.1) (3.2) (5.1)
8. I know how well my child is doing in school.	(3.2) (4.1)
9. Effective assistance is provided for children having difficulty in school.	(2.2) (3.2) (3.3) (4.2) (4.3)
10. My child learns what they need to know at this school.	(2.2) (3.1) (3.2)

Key: Standard 1, Quality Indicator 1 = (1.1)



Growth Plan

MISSOURI'S EDUCATOR EVALUATION SYSTEM

Educator Growth Plan

(Based on the Data Team Process Model)

 Professional Growth Plan for

Name _____

Date _____

Identify Indicator: _____

Standard Number and Name _____

Quality Indicator Number and Name _____

Briefly describe why this indicator was selected
 (Include whether this indicator aligns to a CSIP
 and/or BIP improvement goal)

1. FOCUS

Based on evidence generated from the growth guide, determine strengths and a key opportunity for growth. This opportunity for growth then becomes the priority – the FOCUS – for your growth plan.

2. GOAL

Create a goal statement addressing the FOCUS. This goal statement should include these essential qualities: specific, measureable, achievable, relevant, and timely. What will be the result indicators?

3. STRATEGY

Describe the specific strategy(ies) to be implemented that will address the goal statement. This strategy should provide the best plan for effectively addressing the FOCUS and include clear action steps and timeline.

4. RESULTS

What was the outcome of the strategy? Based on progress monitoring, provide the data that supports that the outcome of the strategy has effectively addressed the FOCUS.

Signature of Teacher/Leader _____

Signature of Evaluator _____

Baseline Score _____

Follow-Up Score _____

Growth Score _____

Educator Growth Plan

(Based on the PDSA Model)

 Professional Growth Plan for

Name _____

Date _____

Identify Indicator: _____

Standard Number and Name _____

Quality Indicator Number and Name _____

Briefly describe why this indicator was selected
 (Include whether this indicator aligns to a CSIP
 and/or BIP improvement goal)

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1. PLAN: State the professional learning goal or objective.

Is driven by an opportunity for growth as identified from the growth guide and include when and how the results will be measured, e.g., "To accomplish the identified professional growth target, _____ will implement differentiated instructional strategies as measured by..."

2. DO: What processes or strategies will be used to accomplish the goal? How will the strategies be measured?

Think of this as an improvement theory that identifies the expected outcomes, i.e., if the educator does x, y, and z, then the stated PL objective will be accomplished.

3. STUDY: What do the data tell us? What do the data not tell us?

Does the data indicate that the opportunity for growth has been addressed? Has the professional growth target been met?

4. ACT: How will positive results be sustained?

How might the growth that has been achieved be sustained? What impact has occurred as a result of this growth?

Signature of Teacher/Leader _____

Signature of Evaluator _____

Baseline Score _____

Follow-Up Score _____

Growth Score _____



Improvement Plan

MISSOURI'S EDUCATOR EVALUATION SYSTEM

Educator Improvement Plan

Improvement Plan for: _____ **Name** _____ **Date** _____ **Academic Year** _____

Identify Indicator: _____ Standard number and name _____ Quality Indicator number and name _____

Rationale: Describe why improvement on this performance indicator is required

- Job Threatening
- Non-Job Threatening

For more information about the study, please contact Dr. John Smith at (555) 123-4567 or via email at john.smith@researchinstitute.org.

1. IMPROVEMENT TARGET <i>State specifically the improvement required based on the performance indicator referenced above.</i>	2. SPECIFIC STRATEGIES <i>Create a goal statement addressing the IMPROVEMENT TARGET. This goal statement should include essential, measureable qualities.</i>
3. BENCHMARKS AND TIMELINES <i>Describe the specific benchmarks and/or relevant timelines that will demonstrate growth or completion of the improvement target.</i>	4. MEASURES <i>Describe the measures providing evidence that the improvement target has been accomplished or adequately addressed</i>

Conditions of the Improvement Plan have been satisfied and continued employment is recommended.

Conditions of the Improvement Plan have not been met and re-employment is not recommended.

Signature of Teacher/Leader

Date

Signature of Evaluator

Date



Feedback Forms

MISSOURI'S EDUCATOR EVALUATION SYSTEM

Principal Indicator Feedback Form

Refer to Missouri's Educator Evaluation System for Leader Growth Guides, Standards and Quality Indicators.

Vision, Mission and Goals <input type="checkbox"/> 1.1 Establish the Vision, Mission and Goals <input type="checkbox"/> 1.2 Implement the Vision, Mission and Goals Teaching and Learning <input type="checkbox"/> 2.1 Promote Positive School Culture <input type="checkbox"/> 2.2 Provide an Effective Instructional Program <input type="checkbox"/> 2.3 Ensure Continuous Professional Learning Management of the Organizational Systems <input type="checkbox"/> 3.1 Manage the Organizational Structure <input type="checkbox"/> 3.2 Lead Personnel <input type="checkbox"/> 3.3 Manage Resources		Collaboration with Families and Stakeholders <input type="checkbox"/> 4.1 Collaborate with Families and Other Community Members <input type="checkbox"/> 4.2 Respond to Community Interests and Needs <input type="checkbox"/> 4.3 Mobilize Community Resources Ethics and Integrity <input type="checkbox"/> 5.1 Personal and Professional Responsibility Professional Development <input type="checkbox"/> 6.1 Increase Knowledge and Skills based on Best Practices			
Indicator	Goals	Key Activities and Strategies	Outcomes (Measurement)	Time Line for Measuring Goal & Completion or Outcomes	Overall Rating
					<input type="checkbox"/> Emerging <input type="checkbox"/> Developing <input type="checkbox"/> Proficient <input type="checkbox"/> Distinguished
					<input type="checkbox"/> Emerging <input type="checkbox"/> Developing <input type="checkbox"/> Proficient <input type="checkbox"/> Distinguished
					<input type="checkbox"/> Emerging <input type="checkbox"/> Developing <input type="checkbox"/> Proficient <input type="checkbox"/> Distinguished

Principal's Signature/Date

Signatures indicate the document has been reviewed and discussed.

Supervisor's Signature/Date

Principal General Feedback Form

(This form is used in conjunction with the Comprehensive School Improvement Plan (CSIP) and the administrator's Professional Development Plan. One form might be used for each indicator selected.)

Administrator _____ Title _____

School _____ School Year _____

Evaluator _____ Title _____

Refer to Missouri's Educator Evaluation System for Leader Growth Guides, Standards and Quality Indicators. The purpose of the Principal Evaluation Protocol is to promote growth in effective practice that ultimately increases student performance.

Vision, Mission and Goals	Collaboration with Families and Stakeholders
<input type="checkbox"/> 1.1 Establish the Vision, Mission and Goals	<input type="checkbox"/> 4.1 Collaborate with Families and Other Community Members
<input type="checkbox"/> 1.2 Implement the Vision, Mission and Goals	<input type="checkbox"/> 4.2 Respond to Community Interests and Needs
Teaching and Learning	<input type="checkbox"/> 4.3 Mobilize Community Resources
<input type="checkbox"/> 2.1 Promote Positive School Culture	Ethics and Integrity
<input type="checkbox"/> 2.2 Provide an Effective Instructional Program	<input type="checkbox"/> 5.1 Personal and Professional Responsibility
<input type="checkbox"/> 2.3 Ensure Continuous Professional Learning	Professional Development
Management of the Organizational Systems	<input type="checkbox"/> 6.1 Increase Knowledge and Skills based on Best Practices
<input type="checkbox"/> 3.1 Manage the Organizational Structure	
<input type="checkbox"/> 3.2 Lead Personnel	
<input type="checkbox"/> 3.3 Manage Resources	

To be completed by the administrator:

	Indicators of Success/Evidence of Effectiveness	Target Date	Date Achieved
CSIP Goal:			
Strategies:			

Narrative (self-evaluation): Provide evidence with examples drawn from CSIP strategies, objectives or goals.

To be completed by supervisor:						
Narrative:	<table> <tr> <td style="text-align: right;">Rating</td> </tr> <tr> <td><input type="checkbox"/> Emerging</td> </tr> <tr> <td><input type="checkbox"/> Developing</td> </tr> <tr> <td><input type="checkbox"/> Proficient</td> </tr> <tr> <td><input type="checkbox"/> Distinguished</td> </tr> </table>	Rating	<input type="checkbox"/> Emerging	<input type="checkbox"/> Developing	<input type="checkbox"/> Proficient	<input type="checkbox"/> Distinguished
Rating						
<input type="checkbox"/> Emerging						
<input type="checkbox"/> Developing						
<input type="checkbox"/> Proficient						
<input type="checkbox"/> Distinguished						

* A rating below "Proficient" must be explained in the narrative and preceded by efforts to improve as identified in the Professional Improvement Plan. Signatures indicate the document has been reviewed and discussed.

Principal's Signature/Date

Supervisor's Signature/Date



Summative Evaluation Form

MISSOURI'S EDUCATOR EVALUATION SYSTEM

Principal Evaluation Summative Report

Academic Year _____ --

Principal: _____**Grade Level:** _____**Probationary Principal:** _____**Permanent Principal:** _____**School:** _____

Standard 1: Vision, Mission and Goals	**Area of Concern	*Growth Opportunity	Meets Expectation
<input type="checkbox"/> School has a vision, mission and goals that aligns to district priorities <input type="checkbox"/> Principal communicates and motivates others to achieve the vision, mission and goals <input type="checkbox"/> Staff, students and families are motivated to achieve the vision, mission and goals			
Standard 1 Comments:			
Standard 2: Teaching and Learning	**Area of Concern	*Growth Opportunity	Meets Expectation
<input type="checkbox"/> Building procedures highlight effective practices, positive relationships and safety. <input type="checkbox"/> Principal promotes student achievement through effective practices and ongoing learning <input type="checkbox"/> Staff and Students experience high levels of learning			
Standard 2 Comments:			
Standard 3: Management of the Organizational Systems	**Area of Concern	*Growth Opportunity	Meets Expectation
<input type="checkbox"/> Structures, procedures, resources and documentation support the managing of the school <input type="checkbox"/> Principal demonstrates skills consistent with a well-managed school <input type="checkbox"/> Effective management of the learning environment supports student learning			
Standard 3 Comments:			
Standard 4: Collaboration with Families and Stakeholders	**Area of Concern	*Growth Opportunity	Meets Expectation
<input type="checkbox"/> Identifies and plans for the use of community resources to support learning <input type="checkbox"/> Principal is visible and actively involved in building community relationships and support <input type="checkbox"/> Family and community members are engaged in a positive relationship with the school			
Standard 4 Comments:			
Standard 5: Ethics and Integrity	**Area of Concern	*Growth Opportunity	Meets Expectation
<input type="checkbox"/> School records and procedures are maintained in an ethical manner <input type="checkbox"/> Principal demonstrates respectful and ethical behavior <input type="checkbox"/> Teachers and staff demonstrate respectful and ethical behavior			
Standard 5 Comments:			
Standard 6: Professional Development	**Area of Concern	*Growth Opportunity	Meets Expectation
<input type="checkbox"/> Maintains appropriate documentation of ongoing professional learning <input type="checkbox"/> Principal reviews and researches appropriate knowledge, skills and best practices <input type="checkbox"/> Application of professional learning impacts teachers, staff and students			
Standard 6 Comments:			

*A "Growth Opportunity" rating on a standard results in a Growth Plan for that area.

**An "Area of Concern" rating on a standard results in an Improvement Plan for that area.

MISSOURI'S EDUCATOR EVALUATION SYSTEM

Growth Opportunities

Academic Year _____ --

Indicator and Rationale	Baseline Assessment	Goal (Target related to selected indicator)	Results (Outcome of implemented strategies)	Follow-Up Assessment
#1	Emerging (0-2) <input type="checkbox"/> 0 <input type="checkbox"/> 1 <input type="checkbox"/> 2 Developing (3-4) <input type="checkbox"/> 3 <input type="checkbox"/> 4 Proficient (5-6) <input type="checkbox"/> 5 <input type="checkbox"/> 6 Distinguished (7) <input type="checkbox"/> 7			Emerging (0-2) <input type="checkbox"/> 0 <input type="checkbox"/> 1 <input type="checkbox"/> 2 Developing (3-4) <input type="checkbox"/> 3 <input type="checkbox"/> 4 Proficient (5-6) <input type="checkbox"/> 5 <input type="checkbox"/> 6 Distinguished (7) <input type="checkbox"/> 7
#2	Emerging (0-2) <input type="checkbox"/> 0 <input type="checkbox"/> 1 <input type="checkbox"/> 2 Developing (3-4) <input type="checkbox"/> 3 <input type="checkbox"/> 4 Proficient (5-6) <input type="checkbox"/> 5 <input type="checkbox"/> 6 Distinguished (7) <input type="checkbox"/> 7			Emerging (0-2) <input type="checkbox"/> 0 <input type="checkbox"/> 1 <input type="checkbox"/> 2 Developing (3-4) <input type="checkbox"/> 3 <input type="checkbox"/> 4 Proficient (5-6) <input type="checkbox"/> 5 <input type="checkbox"/> 6 Distinguished (7) <input type="checkbox"/> 7
#3	Emerging (0-2) <input type="checkbox"/> 0 <input type="checkbox"/> 1 <input type="checkbox"/> 2 Developing (3-4) <input type="checkbox"/> 3 <input type="checkbox"/> 4 Proficient (5-6) <input type="checkbox"/> 5 <input type="checkbox"/> 6 Distinguished (7) <input type="checkbox"/> 7			Emerging (0-2) <input type="checkbox"/> 0 <input type="checkbox"/> 1 <input type="checkbox"/> 2 Developing (3-4) <input type="checkbox"/> 3 <input type="checkbox"/> 4 Proficient (5-6) <input type="checkbox"/> 5 <input type="checkbox"/> 6 Distinguished (7) <input type="checkbox"/> 7

MISSOURI'S EDUCATOR EVALUATION SYSTEM

Overall Principal Rating

Years in Position	Ineffective	Minimally Effective	Effective	Highly Effective
0-2	Multiple Areas of Concern Or Indicator Rating 0	1 Area of Concern Or Indicator Rating 1	No Areas of Concern And Indicator Ratings 2-3	No Areas of Concern And Indicator Ratings 4-7
3-5	Multiple Areas of Concern Or Indicator Ratings 0-2	1 Area of Concern Or Indicator Rating 3	No Areas of Concern And Indicator Ratings 4-5	No Areas of Concern And Indicator Ratings 6-7
6-10	Multiple Areas of Concern Or Indicator Ratings 0-3	1 Area of Concern Or Indicator Rating 4	No Areas of Concern And Indicator Ratings 5-6	No Areas of Concern And Indicator Rating 7
Over 10	Multiple Areas of Concern Or Indicator Ratings 0-4	1 Area of Concern Or Indicator Rating 5	No Areas of Concern And Indicator Rating 6	No Areas of Concern And Indicator Rating 7

Principal's Name _____ is rated as _____ for the _____ - _____ school year.

Effectiveness Rating

Overall Comments:

Recommend for Re-Employment

- Develop a new or revised growth plan based on new indicators or a continuation of the same indicators.
- Develop an improvement plan linked to indicators. This must include specific target dates and timelines that must be met in order for re-employment to continue.

Do Not Recommend for Re-Employment

Principal's Signature

Date

Evaluator's Signature

Date



Research and Proven Practices

MISSOURI'S EDUCATOR EVALUATION SYSTEM

Introduction to the Balanced Leadership Research

In 1998, the Mid-continent Research for Education and Learning (McREL), under the direction of Tim Waters, Bob Marzano, and Brian McNulty, began synthesizing a growing body of research that included student characteristics and teacher and school practices associated with school effectiveness. A portion of this research meta-analysis looked at the effects of leadership practices and their impact on student achievement. After reviewing studies over a 30 year period, McREL identified 21 leadership responsibilities significantly associated with student achievement.

A crosswalk has been developed comparing the 21 leadership responsibilities with Missouri's Leader Standards and Quality Indicators. This might provide suggestion as to which of Missouri's Quality Indicators for the leader could potentially provide greater impact. In addition, a chart is provided to illustrate the comparison of potential effect size across all thirteen quality indicators.

The Balanced Leadership Framework *Connecting Vision with Action* document can be found at the following link:

http://www.mcrel.org/~media/Files/McREL/Homepage/Products/01_99/prod54_BL_Framework.ashx

Waters, Marzano & McNulty. (2003). Balanced Leadership. What 30 years of research tells us about the effect of leadership on student achievement. McREL.

Introduction to the Rethinking Principal Evaluation: A New Paradigm Informed by Research and Practice

"It's time for a new framework for evaluating principals' performance – one that reflects the complexity of the principalship, measures principals' leadership competencies required for student and school success, and seeks out insight and experience that only practicing principals can bring to bear".

In the fall of 2012, The National Association of Elementary School Principals (NAESP) and the National Association of Secondary School Principals (NASSP) released a new framework for the evaluation of principals. The committee identified 6 key domains in the area of leadership responsibility that included Professional Growth and Learning, Student Growth and Achievement, School Planning and Progress, School Culture, Professional Qualities and Instructional Leadership and Stakeholder Support and Engagement. A crosswalk of these domains is provided compared to the Missouri Leader Standards and Quality Indicators.

Executive Summary

<http://www.naesp.org/sites/default/files/PrincipalEvaluationReportExecutiveSummary.pdf>

Full Report

<http://www.naesp.org/sites/default/files/PrincipalEvaluationReport.pdf>

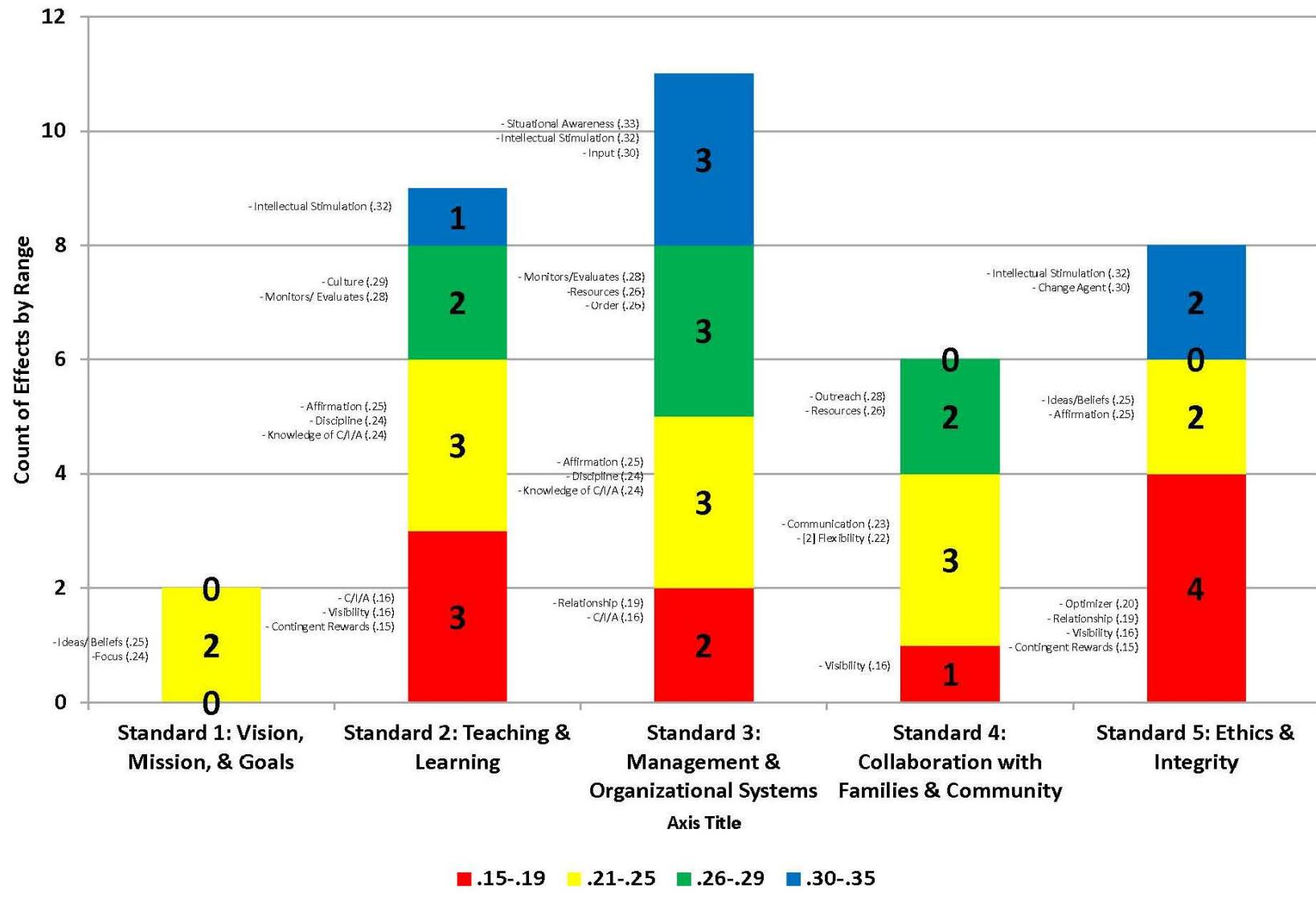
Clifford, Matthew & Ross, Steven. (2011). *Rethinking Principal Evaluation: A New Paradigm Informed by Research and Practice*. National Association of Elementary School Principals & National Association of Secondary School Principals: Virginia.

Balanced Leadership Responsibilities -- Missouri Standards/Quality Indicators

Rank / Effect size		ST 1			ST 2			ST 3			ST 4			ST 5	ST 6	Totals
Leadership Responsibilities	Effect	1	2	1	2	3	1	2	3	1	2	3	1	1		
Situational Awareness	(.33)						x								1	
Intellectual Stimulation	(.32)				x		x						x		3	
Change Agent	(.30)												x		1	
Input	(.30)						x								1	
Culture	(.29)			x											1	
Outreach	(.28)								x						1	
Monitors/Evaluates	(.28)			x			x								2	
Resources	(.26)						x			x			x		2	
Order	(.26)					x									1	
Ideas/Beliefs	(.25)	x											x		2	
Affirmation	(.25)		x										x		2	
Discipline	(.24)			x		x									2	
Focus	(.24)		x												1	
Knowledge of Curriculum, Instruction, Assessment	(.24)			x											1	
Communication	(.23)						x			x					2	
Flexibility	(.22)						x		x	x					3	
Optimizer	(.20)											x			1	
Relationship	(.19)						x					x			2	
Curric, Instruc, and Assessment	(.16)			x		x									2	
Visibility	(.16)			x						x		x			3	
Contingent Rewards	(.15)			x								x			2	
Totals		1	1	2	6	1	3	7	1	2	3	1	7	1		

Waters, Marzano & McNulty. (2003). *Balanced Leadership. What 30 years of research tells us about the effect of leadership on student achievement.* McREL.

Distribution of Effects by Standards by Effect Size Range



Rethinking Principal Evaluation -- Missouri Standards/Quality Indicators

Rethinking Principal Evaluation – Leadership Domains		Missouri Leader Standards and Quality Indicators													
Domains of Leadership Responsibility	Description	ST 1		ST 2			ST 3			ST 4			ST 5	ST 6	Totals
		1	2	1	2	3	1	2	3	1	2	3	1	1	
Professional Growth and Learning	Actively pursue professional development and learning opportunities (includes self-reflection; deliberate practice; PD trainings; national conferences; portfolio artifacts).					X							X	2	
Student Growth and Achievement	As leader of the school community, has primary responsibility of ensuring student achievement is attained (includes multiple measures designed to encompass the entirety of a student's learning experience).			X			X							4	
School Planning and Progress	Manage school planning processes for achieving school improvement goals and ensuring quality implementation of the programs and services identified with increasing student success (effective and well-executed SIP).	X	X		X		X		X					5	
School Culture	Develop and maintain a culture that includes tone, safety, student enthusiasm and faculty connectedness with the community (leadership distribution; supportive social relationships; educational theory translates into strategic action; focus on pedagogy; teachers take risks; smooth operations).			X	X			X		X			X	5	
Professional Qualities and Instructional Leadership	Leadership knowledge, skills and behavior (artifacts and observations of performance; achieve professional growth plan goals; provide actionable feedback; behave in a professional manner).					X							X	X	2
Stakeholder Support and Engagement	Build strong relationships within and outside of school; develop cultural competencies and communication skills in working with diverse students, families, community partners and other stakeholders.		X							X	X	X			4
		Totals	1	2	1	3	2	1	2	1	2	1	1	2	

Clifford, Matthew & Ross, Steven. (2011). *Rethinking Principal Evaluation: A New Paradigm Informed by Research and Practice*. National Association of Elementary School Principals & National Association of Secondary School Principals: Virginia.